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ABSTRACT

A student opinion survey was administered to a sample of 1,100 students at Bronx Community College (BCC) in 1976. Respondent ethnicity distribution was 46.2% black, 29.1% hispanic, 17.0% white, 1.5% Oriental, and 6.3% other. More than half of the respondents were in either liberal arts and music (42.8%) or business curricula (21.8%). Results revealed a decline in the proportion of students satisfied with being at BCC and an increase in the number who felt they were not in the curriculum of their choice. The major problem for students was financial, particularly among blacks and hispanics, females, and night students. More students felt the administration was responsive to their needs than did not, with less polarization in evidence than in 1974. Other findings showed that nearly one in five felt unsafe while on campus; a significant number felt appropriate information regarding course sequencing was unavailable; one in three would use tutorial labs on Saturdays, if open; 10% claimed to have physical or other handicaps; 12% of evening students did not know the location of the library; and 40% did not know that the library was open on Saturday. The thirty survey questions and tabulated results are compared to those of similar previous surveys. (LH)

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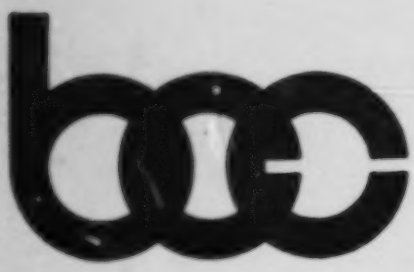

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Student Opinion Survey, 1976

May, 1977

JC 780 053

Office of Institutional Research

Dr. Norman Eagle
Director

Table of Contents

		Page
1.	Introduction	i
2.	Highlights of the Findings	iii

Findings

3.	Feelings about being at B.C.C.	1
4.	Curriculum of choice	6
5.	Current employment	11
6.	Student projected action if charged $100 per semester in fees	15
7.	Student projected action if charged $200 per semester in fees	20
8.	Responsiveness of the college administration to student needs and interests	25
9.	Feeling of safety on campus	29
10.	The use, utility, present and anticipated need of the various student development services for BCC students	32
11.	Need for additional information on various health problems	42
12.	Difficulty in obtaining help in tutorial labs	45
13.	Course enrollment errors caused by lack of appropriate information	48
14.	Use of tutorial labs if they were opened on Saturdays	51
15.	Need for and obtainability of health and emergency service on campus	53
16.	Incidence of physical or other types of handicaps	58
17.	Knowledge of the library's location	60
18.	Awareness that the library is open on Saturday	63
19.	Receipt and helpfulness of classroom instruction in library skills at BCC	66

Table of Contents (continued)

		Page
20.	Usage of the B.C.C. library	72
21.	The checking of ID cards for security	84
22.	Number of dependent children and need for day-care or after school centers	90
23.	Availability of assigned books at the campus book-store and use of assigned books	95
24.	The completion of required remedial courses and number of semesters required for completion	100
25.	Need for a skills center before enrolling at BCC	106
26.	Number of semesters expected to earn 2-year degree prior to enrollment at B.C.C.	108
27.	Total semesters felt to be needed to earn a 2-year degree for students	113
28.	The greatest problem since entering B.C.C.	118
29.	The need for a special faculty person with power to cut through "red tape"	124
30.	Extent to which questionnaire deals with important BCC problems and issues	128

Introduction

This is the sixth in a series of surveys of student needs, attitudes, and opinions since 1969, when a faculty-student committee recommended an on-going procedure for enabling students to give their views on a wide range of issues important to the College. This series has proven very valuable in the past as a needs assessment instrument (i.e., documenting the need for day-care services), an evaluation instrument (i.e., assessing library use), and as student input into many highly controversial and potentially volatile issues (i.e., methods of controlling campus drug traffic).

The Committee which generated and selected the items for this survey consisted of Professors C. Adams, V. Bonelli, D. Burton, V. Calabria, M. Krieger, H. Richardson, C. Schumacher, and S. Schwartz. Durward Collins of the Office of Veterans Affairs and Eduardo Rodriguez, a student, also contributed. In addition, recommendations for items were solicited from all departments and the student government, and several suggestions from these sources were received.

The selection of the sections in which the questionnaire was to be administered was determined by the need to obtain a random sample of students, that is, a sample which could be considered representative of the entire student body. Because of certain constraints, it was decided to include all Health 91 sections (30), most Sociology 11 sections (15), and some sections in History 12 (5). A sample of approximately 1,100 was anticipated. The questionnaire was distriubted in the above sections during the week of April 29 , 1976.

The actual sample, in terms of curriculum, ethnic group, and sex distributions is described in Tables I through VI. In addition, Tables I, II, and IV compare actual enrolled student distributions during the Spring, 1976 semester, with the obtained sample distriubtions. Inspection of the Tables suggests that a fair approximation to a representative sample was obtained. The sample is representative for sex (Table IV), slightly over-representative for hispanic students while slightly under-representative for black students (Table I). With regard to curriculum, technology and nursing students appear to be under-represented while liberal arts students are moderately over-represented.

Because the same data may be analyzed in many different ways, using different combinations of groups, it was not feasible to present all possible data analyses, and so many kinds of comparisons have been left out of the analysis. Interested readers are invited to inspect the raw computer tables at anytime.

Most of this report, including the preparation of the tables, is the work of John Robinson, a temporary and part time research assistant in the Office of Institutional Research.

NE:sbs

Highlights of the Findings

1. A decline is noted in the proportion of students saying they are satisfied with being at B.C.C.

2. An increasing proportion of students (over the last four years) claim they are not in the curriculum of their choice.

3. Students state that their major problem while at B.C.C. is financial. Financial problems appear more acute for black and hispanic students, females, and evening students. (Note. This survey was taken in April, 1976, that is, before the impositon of tuition.)

4. Higher proportions of black and hispanic students feel that the administration is not responsive to their needs, in comparison to the feeling of white students. Over-all, however, the proportion of students feeling that the administration is responsive to their needs is about twice the proportion feeling it is not, though there is a large middle group which is "neutral". Less polarization is seen in comparison with 1974.

5. Nearly one in five students reports feeling unsafe on the campus. More females than males report this. Poor lighting at night and the absence of guards at certain times and places are mentioned as contributing to these feelings.

6. About one in seven students expresses a need for some kind of health information (unspecified) outside of the classroom.

7. Nearly 25% of the sample claim having experienced difficulty in obtaining help in at least one tutorial lab.

8. A significant proportion of students assert they have had the experience of enrolling in an inappropriate or unwanted course, or of failing to enroll in a needed course, because of the unavailability of appropriate information.

9. A minimum of one-third of responding students indicate they would use tutorial labs on Saturdays if the labs were open.

10. One out of ten students reports requiring health or other emergency service on the campus, and of these, approximately one fourth claim the service was not available.

11. Ten percent of responding students claim they have a physical or other kind of handicap.

12. Twelve percent of evening students state they do not know the location of the library. Nearly 40% of the responding students appear unaware that the library is open on Saturday.

13. About two thirds of the sample feel that the checking of ID cards at the entrance to the campus is important for security, but only about one third feel the process is "working".

14. Forty one percent of the responding students indicate having dependent children, and 22% of these say they need day or after school services. This is consistent with 1971 findings.

15. Two thirds of the sample report having the experience of finding that an assigned book was not available at the bookstore, and nearly the same proportion reports that an assigned book was never or rarely used for reading or discussion in class.

16. Nearly 40% of the students who were required to take remedial courses at B.C.C. believe it may have been better for them to have attended a Skills Center before enrolling at B.C.C. This is particularly true of hispanic students.

17. More than 60% of the sample believed, before enrolling at B.C.C., that they could complete the 2 year program in 4 or 5 semesters. After enrollment, 34% of the students continue to feel, unrealistically, that they will complete the program in 4 or 5 semesters.

Table I
ETHNIC DISTRIBUTION FOR STUDENTS IN THE S.O.S. SAMPLE AND THE B.C.C. POPULATION

ETHNICITY	S.O.S. Sample	B.C.C. ENROLLMENT Fall 1975
Black	46.2	51.4
Hispanic	29.1	24.6
White	17.0	17.3
Oriental	1.5	1.0
Others	6.3	5.7

Table II
CURRICULUM DISTRIBUTION FOR STUDENTS IN THE S.O.S. SAMPLE AND THE B.C.C. POPULATION

CURRICULUM	S.O.S. Sample	B.C.C. Enrollment Fall 1973[1]	Spring 1974[2]	Spring 1976
Child Care & Ed.	5.7	(see[3])		5.1
Business Careers	21.8	19.5	17.1	20.4
Technology	9.4	12.2	11.0	14.6
Nursing	7.6	18.9	19.5	14.1
Engineering	4.9	2.3	3.0	2.8
Business Admin.	7.8	7.8	7.4	8.2
Lib. Arts & Music	42.8	35.6	37.5	34.7

1. "Registration Statistics," Fall, 1973, Registrar's Office, B.C.C.

2. Enrollment Report, Spring, 1974, Office of Data Collection and Evaluation, City University of New York.

3. No such curriculum in Fall 1973, or Spring 1974.

Table III
MATRICULATION STATUS DISTRIBUTED WITHIN CURRICULUM, ETHNICITY, AND SEX GROUPS. (All figures except N represent percentages.)

	CURRICULUM							ETHNICITY					SEX	
MATRICULATION STATUS	CHILD CARE & ED.	BUS. CAREER	TECH.	NUR-SING	ENGI-NEER-ING	BUS. AD-MIN.	LIB. ARTS & MUSIC	BLACK	HIS-PANIC	WHITE	ORI-ENTAL	OTHER	MALE	FE-MALE
MATRICULATED	95.0	91.9	93.3	95.2	96.2	92.9	96.1	93.2	96.0	92.4	100	97.2	93.4	94.1
NON-MATRICULATED	5.0	8.1	6.7	4.8	3.8	7.1	3.9	6.8	4.0	7.6	0.0	2.8	6.6	5.9
TOTAL NUMBERS	60	234	104	83	53	85	461	482	300	185	16	72	454	666
TOTAL PERCENTS	5.6	21.7	9.6	7.7	4.9	7.9	42.7	45.7	28.4	17.5	1.5	6.8	40.5	59.5

Table IV Ethnicity distributed within sex groups (all figures except N represent percents).

Ethnicity	Male	Female
Black	40.8	49.4
Hispanic	28.7	28.7
White	20.3	15.0
Oriental	2.3	1.0
Other	8.0	5.9
Total N	439	627
Total %	41.2	58.8
Actual Enrollment	41.6	58.4

Table V Sex groups distributed within ethnicity groups (all figures except N represent percents).

Ethnicity	Male	Female
Black	38.0	62.0
Hispanic	42.8	57.2
White	50.0	50.0
Oriental	62.0	38.0
Other	50.0	50.0
Total N	547	409
Total %	42.8	57.2

Table VI

Curriculum Distributed Within Ethnic and Sex Groups.
(All figures except N represent percentages).

CATEGORY	N	BLACK	HIS-PANIC	WHITE	ORI-ENTAL	OTHER	PERCENT OF ALL CURRI-CULA	N	MALE	FEMALE
CHILD CARE & ED.	59	6.6	7.1	2.3	0.0	4.7	5.8	61	1.6	8.5
BUSINESS CAREER	226	20.8	22.6	26.0	20.0	20.3	22.2	234	21.8	21.8
TECHNOLOGY	97	9.6	9.1	8.7	26.7	9.4	9.5	101	13.8	6.4
NURSING	78	7.6	7.1	7.5	6.7	10.9	7.6	82	1.1	12.1
ENGINEERING	51	3.8	6.1	3.5	20.0	9.4	5.0	53	9.4	1.9
BUSINESS ADMIN.	74	8.5	7.7	4.0	13.3	3.1	7.3	84	10.3	6.1
LIB. ARTS & MUSIC	435	43.1	40.4	48.0	13.3	42.2	42.6	460	42.0	43.3
TOTALS	1020	46.2	29.1	17.0	1.5	6.3	100.0	1075	40.6	59.4

Findings

Feelings About Being at B.C.C.

Question 1. How do you feel about being at B.C.C.?

1) Very Satisfied 2) Satisfied 3) Not Sure
4) Dissatisfied 5) Very Dissatisfied

Approximately two-thirds of the students in the sample report feeling satisfied with being at B.C.C. This is noticeably less than the proportion reporting satisfaction in the 1974 survey (82%). While a high rate of satisfaction is still seen in all the categories of students, certain variations in the amount of satisfaction shown by various student sub-groups can be discerned (Table 1.1). While there was no noticeable difference between matriculated and non-matriculated students, a somewhat larger proportion of students who attend (mostly) evening classes (75.4%) report feeling satisfied than do students who attend (mostly) day classes (60.3%), not shown in Tables.

When classified according to the number of credits earned, groups of students are seen to differ very little in the proportion reporting feeling satisfied. On the other hand, of the students reportedly dissatisfied, a noticeably larger proportion of students with 25 credits or more report feeling dissatisfied than students with less than 25 credits (Table 1.2). There seems to be a positive relationship between the number of credits earned and the proportion of students dissatisfied. This finding is consistent with the 1974

report (p. 25) which disclosed that the longer a student was enrolled at B.C.C., the greater was his chance of finding grounds for being dissatisfied.

When classified according to the year of entry into B.C.C., student groups are found to differ on their feelings of satisfaction with B.C.C. (not shown in Table). A larger proportion of those who entered in 1975 (72%) are seen to be satisfied than those who entered before 1975 (61.3%), or in 1976 (59.4%). Of the students who report feeling dissatisfied, the proportion of those entering before 1975 (22.7%) was somewhat higher than the proportion of those entering in 1975 (13.0%).

When classified according to curriculum, student groups differ in their feelings about being at B.C.C. The largest proportion of students from any curriculum to report feeling satisfied are students in the child care and education curriculum (78.4%, Table 1.1). This high proportion is largely the result of the large number of females in this program who report satisfaction (80.8%). On the other hand, students in the nursing program, predominantly female, report feeling more dissatisfied than students in most of the other curricula.

Ignoring small sized groups the largest proportion of males to report feeling satisfied are in business administration (71.1%), and engineering (70%). With regard to ethnic groups, a slightly larger proportion of hispanic (68.1%), and white (67.4%) students report feeling satisfied than do black (61.2%) students. In the 1974 Survey, larger proportions

of hispanic and white students report satisfaction than do black students.

When classified by sex, a somewhat larger proportion of males (67%) report feeling satisfied than females (62%). A slightly larger proportion of black males (14.6%) report feeling dissatisfied than do hispanic (10.5%) or white (12.5%) males. Similarly, black females (22.3%) report feeling dissatisfied in a noticeably larger proportion than hispanic (14.2%) or white (18.7%) females.

On the open-ended question, a number of students suggest four broad areas of change needed to improve B.C.C. The four areas are academic courses, teaching, student participation, with an emphasis on changes in course scheduling, and free tuition. Students seem to advocate an increased number of courses in the evenings, on Saturdays, and during the summer; broader course offerings,; and greater voice in the selection of courses offered.

With regard to the areas of teaching and student participation, students seem to advocate that B.C.C. employ teachers who are more interested and involved with students and with the institutional issues which affect students. Some student concern for the hiring of more minority teachers is also evident. Students express the desire for greater communication and unity within the student body, and for greater institutional encouragement of student participation in the life of the college. In addition, a large number students advocate preserving free tuition.

Table 1.1

Responses to Q.1 Feelings about being at B.C.C., Distributed within Ethnic, Curriculum, and Sex Groups and within the Total Sample. (All numbers except N represent percentages).

		MALE				FEMALE				MALE & FEMALE			
	Category	N	satisfied	dissatisfied	not sure	N	satisfied	dissatisfied	not sure	* N	satisfied	dissatisfied	not sure
ETHNIC GROUP	Black	178	63.5	14.6	21.9	304	60.5	22.3	17.1	485	61.2	19.6	19.2
	Hispanic	124	71.0	10.5	18.5	176	65.9	14.2	19.9	301	68.1	12.7	19.3
	White	88	69.3	12.5	18.2	91	66.0	18.7	15.4	181	67.4	16.0	16.6
	Oriental	10	50.0	00	50.0	6	100.0	00	00	16	68.8	00	31.3
	Other	34	70.6	11.8	17.6	37	43.2	24.3	32.4	72	55.5	18.1	26.4
	Totals	434	67.0	12.4	20.5	614	62.2	19.4	18.4	1055	64.0	16.6	19.4
CURRICULUM GROUP	Child care & Ed.	6	50.0	33.3	16.7	52	80.8	7.7	11.5	60	78.4	10.0	11.7
	Business Career	94	64.9	13.9	21.3	137	62.0	13.8	24.1	234	63.2	14.1	22.6
	Technology	57	66.7	12.3	21.1	40	65.0	20.0	15.0	100	64.0	16.0	20.0
	Nursing	5	80.0	00	20.0	77	46.8	29.9	23.4	83	48.2	28.9	22.9
	Engineering	40	70.0	7.5	22.5	12	41.7	8.3	50.0	52	63.5	7.7	28.8
	Business Admin.	45	71.1	13.3	15.6	38	60.6	23.7	15.8	85	67.1	17.6	15.3
	Lib. Arts & Music	183	64.5	14.2	21.3	271	64.2	21.4	14.4	464	64.2	18.5	17.2
	Total	430	66.0	13.3	20.7	627	62.4	19.5	18.2	1078	63.7	17.1	19.2

*Will not agree with sum of male & female columns because of missing data.

Table 1.2

Responses to Q1. Feelings About Being at B.C.C., Distributed Within Student Groups With Different Numbers of Credits Accumulated.

Credits accumulated	N	Satisfied or very satisfied	Dissatisfied or very dissatisfied	Not Sure
Less than 12 Credits	218	63.3	12.4	24.3
13-24 Credits	378	63.5	14.0	22.5
25-32 Credits	200	62.5	21.5	16.0
more than 32 Credits	319	64.2	21.3	14.4
Totals	1115	63.5	17.1	19.4

Curriculum of Choice

Question 2. Are you officially registered in the curriculum you want to be in?

1) Yes 2) No

Slightly more than 75% of all the students in the sample report being enrolled in the curriculum of their choice. Table 2.1 reveals that in 1976 a markedly larger proportion of students report being enrolled in unwanted curriculums (21.2%), as compared with students in 1974 (14.7%) and 1972 (9.8%). This trend is true for students in all ethnic, sex, and curriculum groups (exempting technology). No similar trend is seen when students are viewed as attending classes primarily in the day or in the evening.

The sharpest decline in the proportion of students enrolled in the curriculum of choice, from 1972 to 1976 occurs for hispanics (95.7% to 76.9%), and for nursing students (96.5% to 68.3%). In 1976 white students, males, and evening students (not shown in table) were more likely to be enrolled in curricula of their choice than hispanics or blacks, females, or day students. While not shown in the tables, a significantly larger proportion of students who have more than 32 credits are registered in the curriculum of their choice than are students with less than 12 credits. On the other hand, marked differences are also seen between curricular groups in 1976, with 31.6% of the nursing students and 27.4% of the liberal arts students reporting

not being enrolled in the curriculum of their choice (Table 2.2). There are no large differences between groups of students who entered B.C.C. before 1975, during 1975, or during 1976.

Among males, students in the liberal arts curriculum show the greatest liklihood of being in an unwanted curriculum. Among females, students in nursing, liberal arts, and business administration, show similar high probabilities (31.2%, 30.2%, 25.6%, respectively).

A somewhat larger proportion of males (82.0%) than females (75%-76%) report satisfaction with their curriculum placement. Hence, one possible explanation for the finding in Question 1 that slightly more females than males report dissatisfaction at B.C.C. is that a larger proportion of female students than males are registered in programs other than their choice.

Two reasons most frequently given by responding students for not being in the curriculum of their choice are the following: a) they made a mistake in selecting a curriculum and later changed their mind, and b) that the curriculum of their choice was not available.

Of the students who feel they made a mistake, a large number seem to have chosen a given curriculum program and then, after taking courses in the curriculum decided they would prefer another curriculum. It appears that a smaller number of students feel they made a mistake in the process of selecting their current curriculum program. For example, a student might have selected a curriculum with little or no understanding of it.

With regard to the availability of courses, some students indicate that certain courses of their choice were not available at B.C.C. Others state that whereas the desired courses were offered at B.C.C., the long waiting lines for these courses such as nursing, and the often times closed sections at registration, were definite deterents to registering for these desired courses.

Table 2.1

Comparisons between 1976, 1974 and 1972 Survey Responses to Q.2, Registration in the Curriculum of Choice, Distributed Within the Categories of Ethnicity, Curriculum & Sex.
(All figures except N represent percentages.)

		YES			NO		
	Category	1976	1974	1972	1976	1974	1972
SEX	Male	82.0	86.1	91.3	18.0	13.9	8.7
	Female	76.3	84.9	89.8	24.2	15.1	10.2
CURRICULUM	Child Care & Ed.	85.2	*	*	14.8	*	*
	Business Career	86.3	90.2	90.8	13.7	9.8	9.2
	Technology	87.4	86.3	90.1	12.6	13.5	9.9
	Nursing	68.3	90.2	96.5	31.7	9.8	3.5
	Engineering	84.9	86.3	94.5	15.1	13.7	5.4
	Business Admin.	79.1	87.7	94.2	20.9	12.3	5.8
	Lib. Arts	72.6	79.0	89.5	27.4	21.0	10.5
ETHNIC GROUP	Black	77.3	84.4	87.1	22.7	15.6	12.9
	Hispanic	76.9	88.3	95.7	23.1	11.7	4.2
	White	81.7	88.3	91.1	18.3	11.7	8.9
	Oriental	93.8	*	*	6.3	*	*
	Other	86.3	*	*	13.7	*	*
	Total	78.8#	85.3	91.2	21.2#	14.7	9.8

* No such category in the SOS 1972, 1974.

Total based on the ethnic group classification.

Table 2.2

Responses to Q.2, Registration in the Curriculum of Choice, Distributed Within Ethnic, Curriculum, and Sex Groups, and Within the Total Sample.
(All figures except N represent percentages.)

		MALE			FEMALE			MALE & FEMALE		
	Category	N	YES	NO	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	176	83.0	17.0	301	74.1	25.9	480	77.3	22.7
	Hispanic	125	76.8	23.2	177	76.8	23.2	303	76.9	23.1
	White	88	83.0	17.0	90	80.0	20.0	180	81.7	18.3
	Oriental	10	90.0	10.0	6	100.0	0.0	16	93.8	6.3
	Other	35	88.6	11.4	37	83.8	16.2	73	86.3	13.7
	Totals	434	81.8	18.2	611	76.6	23.4	1052	78.8	21.2
CURRICULUM GROUP	Child Care&Ed.	7	71.4	28.6	53	86.8	13.2	61	85.2	14.8
	Business Career	94	90.4	9.6	137	83.2	16.8	234	86.3	13.7
	Technology	60	85.0	15.0	40	90.0	10.0	103	87.4	12.6
	Nursing	4	50.0	50.0	77	68.8	31.2	82	68.3	31.7
	Engineering	41	82.9	17.1	12	91.7	8.3	53	84.9	15.1
	Business Admin.	45	82.2	17.8	39	74.4	25.6	86	79.1	20.9
	Lib. Arts & Music	181	77.9	22.1	265	69.8	30.2	456	72.6	27.4
	Totals	432	82.2	17.8	623	76.1	23.9	1075	78.5	21.5

Current Employment

Question 3. Are you now holding a job (any) in order to help you through college?

1) Yes 2) No

Approximately 50% of the students in the sample report working to help themselves through college. Table 3.1 reveals that a slightly larger proportion of non-matriculated students (57.1%) report holding jobs than matriculated students (49.7%). A noticeably larger proportion of students who attend (mostly) evening classes (76.7%) hold jobs than those who attend day classes. (41.4%), or both day and evening classes (42.6%).

When students are grouped according to the number of credits earned, only minor differences between groups are evident. However, noticeable differences occur when students are grouped according to year entered (Table 3.1). A somewhat larger proportion of students who entered B.C.C. in 1975 (55.6%) report being employed than those who entered before 1975 (46.7%) or in 1976 (49.1%).

Noticeably higher proportions of students are employed in engineering (59.6%), child care and education (59.0%) and business administration (56.5%), than in the other curriculum areas (Table 3.2). A larger proportion of males report being employed (58%) than do females (44%). Among males, a markedly larger proportion of students in the engineering program report working (70%) than in the other curriculum areas, whereas among females, the largest proportion employed occurs in the child care

and education curriculum (59.6%). Among ethnic groups, a moderately larger proportion of white students (55.4%) report working than black (48.6%) or hispanic (47.4%) students.

Table 3.1

Employment, distributed within matriculation, Day-Evening and Year Entered Groups

Employed	Matriculation Status			Day-Evening				Year Entered			
Option	N	Matriculated	Non-matriculated	N	Mostly day	Mostly Evening	Both Day & Evening	N	1976	1975	Before 1975
YES	568	49.7	57.1	557	41.4	76.7	42.6	289	49.1	55.6	46.7
NO	564	50.3	42.9	564	58.6	23.3	57.4	296	50.9	44.4	53.3
Total N	1132	1062	70	1121	734	258	129	585	289	99	197

Table 3.2

Current Employment, Distributed Within Ethnic, Curriculum, Sex Groups, and Within Total Sample. (All figures except N represent percentages.)

		MALE			FEMALE			MALE & FEMALE		
	Category	N	YES	NO	N	YES	NO	* N	YES	NO
ETHNIC GROUP	Black	175	60.6	39.4	303	41.9	58.1	481	48.6	51.4
	Hispanic	124	52.4	47.6	178	43.8	56.2	303	47.5	52.5
	White	89	61.8	38.2	93	48.4	51.6	184	55.4	44.6
	Oriental	10	50.0	50.0	6	33.3	66.7	16	43.8	56.3
	Other	35	60.0	40.0	36	52.8	47.2	72	56.9	43.1
	Totals	433	58.2	41.8	616	44.0	56.0	1056	50.0	50.0
CURRICULUM GROUP	Child care & Ed.	7	57.1	42.9	52	59.6	40.4	61	59.0	41.0
	Business Career	93	60.2	39.8	139	48.2	51.8	235	53.2	46.8
	Technology	59	55.9	44.1	40	37.5	62.5	102	48.0	52.0
	Nursing	5	60.0	40.0	76	47.4	52.6	82	48.8	51.2
	Engineering	40	70.0	30.0	12	25.0	75.0	52	59.6	40.4
	Business Admin.	44	63.6	36.4	39	48.7	51.3	85	56.5	43.5
	Lib. Arts & Music	182	52.7	47.3	268	38.8	61.2	460	44.8	55.2
	Totals	430	57.7	42.3	626	43.9	56.1	1077	49.7	50.3

* Will not agree with sum of male & female columns because of missing data.

Student Projected Action if Charged $100 per Semester in Fees.

Question 4. If you had to pay $100 per semester in fees next semester, what would you do?

1) ask family for help and stay in college.
2) get job and stay in college.
3) borrow money and stay in college.
4) drop out temporarily
5) Other _____.

The two options most often chosen by students (both male and female grouped together) when asked what they would do if charged $100 per semester in fees for the Fall '76 semester are, #2) get job and stay in college and, #4) drop out temporarily (Table 4.1).

White students (21.1%) project seeking help from their families, and staying in school more readily than black (9.2%) or hispanic students (5.1%), while black and hispanic students seem more inclined to drop out temporarily or borrow money and stay in school than white students. With regard to curriculum groups, a noticeably larger proportion of engineering (39.6%) and technology (35.0%) students project getting a job and staying in college than business administration (23.8%) or child care and education students (24.1%). Child care and education students indicate the highest probability of dropping out (29.7%) of any other curriculum group, whereas nursing students indicate a somewhat higher probability (26.8%) of borrowing money and staying in school.

Males in technology (31.6%) show a noticeably higher probability of dropping out than those in the engineering (18.4%) and business

careers programs (21.5%), whereas females in child care and education (38.0%), business careers (36.9%) and business administration (34.2%) indicate a higher probability of dropping out than those in technology (19.5%) or liberal arts and music (23.0%, Tables 4.2, 4.3). Whereas black and hispanic students indicate a higher probability of dropping out than do white students, black and hispanic females project dropping out at a slightly higher level than males of these respective ethnic groups.

No major differences are seen when students are grouped according to matriculation status (data not shown in the tables). Grouped according to the time of attending classes (also not shown in the tables), a larger proportion of (mostly) day and both day and evening students (approximately 34.0%) project getting a job and staying in college than do (mostly) evening students (15.9%). The largest proportion of (mostly) evening students project dropping out temporarily (38.2%). A slightly larger proportion of students with 24 credits or less project dropping out temporarily (approximately 30%) than do students with greater than 24 credits. On the other hand, a larger proportion (approximately 34%) of students entering B.C.C. in 1976 or before 1975 project getting a job and staying in college than do students who entered in 1975 (26.8%).

The open-ended responses to question #4 suggest that of the students selecting the "other" option, the majority would stay in college despite apparent financial difficulties. It appears that some students would drop out. A small number seem unsure of what they would do, whereas a similarly small number suggest they would transfer to a private college. Few open-ended responses to Question 4. were made.

Table 4.1

Responses to Q.4, Student Projected Action if Charged $100 per Semester in Fees, Distributed Within Ethnic and Curriculum Groups. (All figures except for N represent percentages.)

		BOTH MALE AND FEMALE					
	Category	N	Family help: stay in college	Get job: stay in college	Borrow money: stay in college	Drop out tempora-rily	Other
ETHNIC GROUP	Black	455	9.2	28.8	24.0	28.6	9.5
	Hispanic	294	5.1	34.4	20.1	31.3	9.2
	White	175	21.1	24.6	11.4	18.3	24.6
	Oriental	15	20.0	46.7	13.3	20.0	0.0
	Other	69	4.3	29.0	18.8	34.8	13.0
	Totals	1008	9.9	30.0	20.1	27.9	12.1
CURRICULUM GROUP	Child Care & Ed.	58	8.6	24.1	24.1	39.7	3.4
	Business Career	226	10.2	30.5	14.2	30.5	14.6
	Technology	100	8.0	35.0	23.0	26.0	8.0
	Nursing	82	12.2	26.8	26.8	24.4	9.8
	Engineering	48	12.5	39.6	12.5	22.9	12.5
	Business Admin.	80	7.5	23.8	22.5	30.0	16.3
	Lib. Arts & Music	434	10.1	30.2	21.9	25.1	12.7
	Totals	1028	9.9	30.1	20.4	27.4	12.2

Table 4.2

Responses to Q.4, Student Projected Action if Charged $100 per Semester in Fees, Distributed Within Ethnic and Curriculum Groups Controlling for Sex. (All figures except for N represent percentages)

		MALES					
	Category	N	Family help: stay in college	Get job: stay in college	Borrow money: stay in college	Drop our tempora-rily	Other
ETHNIC GROUP	Black	170	5.9	30.6	21.2	27.6	14.7
	Hispanic	119	4.2	32.8	24.4	27.7	10.9
	White	86	15.1	24.4	9.3	18.6	32.6
	Oriental	9	11.1	66.7	11.1	11.1	0.0
	Other.	32	6.3	34.4	15.6	34.4	9.4
	Totals	416	7.5	31.0	19.0	26.0	16.6
CURRICULUM GROUP	Child Care & Ed	6	16.7	16.7	16.7	50.0	0.0
	Business Career	93	8.6	28.0	12.9	21.5	29.0
	Technology	57	3.5	36.8	21.1	31.6	7.0
	Nursing	5	0.0	0.0	80.0	0.0	20.0
	Engineering	38	7.9	42.1	15.8	18.4	15.8
	Business Admin.	41	2.4	24.4	29.3	26.8	17.1
	Lib Arts & Music	173	9.8	30.6	19.1	27.2	13.3
	Totals	413	7.7	30.8	19.4	25.7	16.5

Table 4.3

Responses to Q.4, Student Projected Action if Charged $100 per Semester in Fees, Distributed Within Ethnic and Curriculum Groups Controlling for Sex. (All figures except for N represent percentages)

		FEMALES					
	Category	N	Family help: stay in college	Get job: stay in college	Borrow money: stay in college	Drop out tempora-rily	Other
ETHNIC GROUP	Black	282	11.3	28.0	25.9	29.1	5.7
	Hispanic	174	5.7	35.6	17.2	33.3	8.0
	White	87	26.4	24.1	13.8	18.4	17.2
	Oriental	6	33.3	16.7	16.7	33.3	0.0
	Other	36	2.8	25.0	22.2	33.3	16.7
	Totals	585	11.6	29.4	21.2	29.1	8.7
CURRICULUM GROUP	Child Care & Ed.	50	8.0	26.0	24.0	38.0	4.0
	Business Career	130	11.5	33.1	13.8	36.9	4.6
	Technology	41	14.6	31.7	26.8	19.5	7.3
	Nursing	76	11.8	28.9	23.7	26.3	9.2
	Engineering	10	30.0	30.0	0.0	40.0	0.0
	Business Admin.	38	13.2	21.1	15.8	34.2	15.8
	Lib. Arts & Music	252	10.7	30.2	24.2	23.0	11.9
	Totals	597	11.6	29.8	21.1	28.5	9.0

Student Projected Action if Charged $200 per Semester in Fees.

Question 5. If you had to pay $200 per semester in fees next semester, what would you do?

1) ask family for help and stay in college.
2) get job and stay in college.
3) borrow money and stay in college.
4) drop out temporarily
5) Other_____.

If charged $200 per semester in fees in the Fall 1976, a markedly larger proportion of students project dropping out (approximately 42%) than would if charged $100 per semester (approximately 28%, Tables 5.1, and 4.1). Whereas a large number of students would be inclined to get a job and stay in college if charged $100 per semester (approximately 30%), noticeably fewer (approximately 18%) would be so inclined if charged $200 per semester in fees in the Fall of '76..

Consistent with findings on question 4, a larger proportion of white students indicate seeking help from their families (10.0%) than black (5.1%) or hispanic (2.8%) students, whereas a larger proportion of black and hispanic students indicate dropping out temporarily or borrowing money. In contrast to results on question 4, a slightly larger proportion of white students (20.6%) than hispanic (18.4%) or black students (18.1%) project getting a job and staying in school if charged $200 per semester in fees.

With regard to curriculum, the results for question 5 are very similar to those for question 4. Engineering (27.1%) and technology (22.4%) students indicate a higher probability of getting a job and staying in college than do child care and education (7.1%) or business

administration students (15.9%, table 5.1). Whereas child care and education (53.6%) and business career students (47.5%) indicate the highest probability of dropping out, both child care and education (23.2%) and nursing students (22.2%) project a higher probability of borrowing money, than students in other programs.

With regard to sex and ethnic group, the results on question 5 are very similar to those on question 4 with some minor variations (Tables 5.2, 5.3). For example, if charged $200 per semester, the proportion of white males and females opting to get a job and stay in college is more nearly equal the proportions of both black and hispanic males and females choosing the same options. If charged $100 per semester, the proportion of white males and females is noticeably less than that of black and hispanic males and females. Secondly, in contrast to male students, and to their projected behavior if charged $100 per semester, females as a whole seem more inclined to borrow money and stay in school than to get a job and stay in school if charged $200 per semester in fees. This finding is largely a result of the comparatively large proportion of black females (22.7%) inclined to borrow money and stay in school.

Grouped according to matriculation status, matriculated students (43.1%) seem more inclined to drop out than non-matriculated students (33.8% not shown in the table). The findings related to time of attending class, credits earned, and year of entry, are very similar to those reported for question 4.

Table 5.1

Responses to Q.5, Student Projected Action if Charged $200 per Semester in Fees, Distributed Within Ethnic and Curriculum Groups. (all figures except for N represent percentages)

		BOTH MALE AND FEMALE					
	Category	N	Family help: stay in college	Get job: stay in college	Borrow money: stay in college	Drop out tempora-rily	Other
ETHNIC GROUP	Black	454	5.1	18.1	20.9	41.6	14.3
	Hispanic	288	2.8	18.4	16.3	48.6	13.9
	White	170	10.0	20.6	10.6	30.6	28.2
	Oriental	15	33.3	26.7	6.7	26.7	6.7
	Other	71	5.6	12.7	14.1	47.9	19.7
	Totals	998	5.7	18.3	17.1	42.0	16.8
CURRICULUM GROUP	Child Care & Ed.	56	3.6	7.1	23.2	53.6	12.5
	Business Career	223	4.9	18.4	11.2	47.5	17.9
	Technology	98	4.1	22.4	21.4	35.7	16.3
	Nursing	81	12.3	17.3	22.2	35.8	12.3
	Engineering	48	6.3	27.1	16.7	33.3	16.7
	Business Admin.	82	4.9	15.9	18.3	39.0	22.0
	Lib. Arts & Music	426	4.9	18.5	18.8	41.3	16.4
	Totals	1014	5.4	18.3	17.8	41.8	16.7

Table 5.2

Responses to Q.5, Student Projected Action if Charged $200 per Semester in Fees, Distributed Within Ethnic and Curriculum Groups Controlling for Sex. (all figures except for N represent percentages)

		MALES					
	Category	N	Family help: stay in college	Get job: stay in college	Borrow money stay in college	Drop out tempora-rily	Other
ETHNIC GROUP	Black	165	3.6	21.8	18.2	38.8	17.6
	Hispanic	117	1.7	19.7	18.8	45.3	14.5
	White	83	7.2	21.7	13.3	25.3	32.5
	Oriental	9	22.2	44.4	11.1	22.2	0.0
	Other	34	5.9	23.5	11.8	47.1	11.8
	Totals	408	4.4	21.8	16.7	38.2	18.9
CURRICULUM GROUP	Child Care & Ed.	6	0.0	33.3	16.7	33.3	16.7
	Business Career	90	5.6	22.2	10.0	36.7	25.6
	Technology	56	1.8	21.4	19.6	41.1	16.1
	Nursing	5	20.0	0.0	60.0	0.0	20.0
	Engineering	38	5.3	26.3	15.8	31.6	21.1
	Business Admin.	42	2.4	21.4	21.4	31.0	23.8
	Lib. Arts & Music	167	4.2	21.0	19.2	41.9	13.8
	Totals	404	4.2	21.8	17.6	37.9	18.6

Table 5.3

Responses to Q.5, Student Projected Action if Charged $200 per Semester in Fees, Distributed Within Ethnic and Curriculum Groups Controlling for Sex. (all figures except for N represent percentages)

	FEMALES					
Category	N	Family help: stay in college	Get job: stay in college	Borrow money stay in college	Drop out tempor-arily	Other
Black	286	5.9	16.1	22.7	43.4	11.9
Hispanic	171	3.5	17.5	14.6	50.9	13.5
White	85	11.8	18.8	8.2	36.5	24.7
Oriental	6	50.0	0.0	0.0	33.3	16.7
Other	37	5.4	2.7	16.2	48.6	27.0
Totals	585	6.5	15.9	17.6	44.8	15.2
Child Care & Ed.	49	4.1	4.1	24.5	57.1	10.2
Business Career	130	4.6	16.2	10.8	55.4	13.1
Technology	40	7.5	22.5	25.0	30.0	15.0
Nursing	75	10.7	18.7	20.0	38.7	12.0
Engineering	10	10.0	30.0	20.0	40.0	0.0
Business Admin.	38	7.9	10.5	15.8	44.7	21.1
Lib. Arts & Music	252	5.6	17.1	18.7	41.3	17.5
Totals	594	6.2	16.2	17.8	44.8	15.0

Responsiveness of the College Administration To Student Needs and Interests.

Question 6. Respond to the following statement: The college administration is responsive to student needs and interests.

1) Strongly Agree 2) Agree 3) Can't Say
4) Disagree 5) Strongly Disagree

Slightly more than half of the sample (approximately 52%) feel neutral with regard to whether the college administration is responsive to student needs and interests. However, the proportion agreeing that the administration is responsive (approximately 30%) is noticeably larger than the proportion disagreeing (approximately 17%).

A larger proportion of white students (38.6%) than black (29.3%) or hispanic (28.8%) students agree that the administration is responsive (Table 6.1). Grouped according to curriculum, a markedly larger proportion of engineering students (37.7%) and a slightly higher proportion of business administration students (33.0%) agree with the statement than do other curriculum groups. A slightly larger proportion of liberal arts and music students (19.4%) disagree than do other curriculum groups. A higher proportion of white male and female students agree that the administration is responsive than do black or hispanic students. Among females, hispanics (21.2%) show the lowest proportion agreeing with the statement (Table 6.2).

Among sex groups, slightly more males (approximately 35%) agree with the statement than females (approximately 29%). In relation to other curriculum programs, a larger proportion of males in liberal arts and music (34.9%) and business administration (34.9%) agree with

the statement than males in business careers (29.4%). Proportionately more females in child care and education (33.9%) agree than females in liberal arts and music (26.4%).

Grouped according to matriculation status, noticeably more non-matriculated students (41.1%) than matriculated (29.8%) agree that the administration is responsive (results not shown in the table). Slightly more (mostly) day than evening students feel the administration is not responsive. There is no trend in student responses according to year of entry. However, there appears to be a pattern in responses according to the number of credits. A slightly larger proportion of students with more than 32 credits feel the administration is responsive than those with from 12-32 credits.

It appears that a large number of the responding students who think that the administration is unresponsive to student needs and interests feel this way largely because of their perception that the administration has failed to take effective action on their behalf. For example, a number of students seem to feel that the administration could have acted to prevent increased student fees, but did not act.

Table 6.1

Responses to Q.6, Responsiveness of College Administration to Student needs and Interests, Distributed Within Ethnic and Curriculum Groups. (all figures except for N represent percentages)

		BOTH MALES AND FEMALES			
	Category	N	Strongly agree & agree	Can't say	Disagree, strongly disagree
ETHNIC GROUP	Black	474	29.3	52.7	17.9
	Hispanic	298	28.8	54.4	16.7
	White	179	38.6	46.9	14.6
	Oriental	16	18.8	68.8	12.5
	Other	70	25.7	52.9	21.5
	Totals	1037	30.3	52.5	17.2
CURRICULUM GROUP	Child Care & Ed.	62	30.7	56.5	12.9
	Business Career	229	29.3	54.1	16.6
	Technology	100	30.0	52.0	18.0
	Nursing	78	29.5	53.8	16.7
	Engineering	53	37.7	43.4	18.8
	Business Admin.	82	33.0	51.2	15.9
	Lib. Arts & Music	457	29.3	51.2	19.4
	Totals	1061	30.2	52.0	17.8

Table 6.2

Responses to Q.6, Responsiveness of College Administration to Student needs and Interests, Distributed Within Ethnic and Curriculum Groups Controlling for Sex. (all figures except for N represent percentages)

		MALES				FEMALES			
	Category	N	Strongly agree & agree	Can't say	Disagree, Strongly Disagree	N	Strongly agree & agree	Can't say	Disagree, Strongly Disagree
ETHNIC GROUP	Black	174	29.3	53.4	17.2	297	29.7	52.2	18.2
	Hispanic	124	31.4	53.2	15.3	173	21.2	54.9	17.9
	White	87	43.7	43.7	12.6	90	34.5	48.9	16.7
	Oriental	10	20.0	70.0	10.0	6	16.7	66.7	16.7
	Other	33	27.3	48.5	24.2	37	24.3	56.8	18.9
	Totals	428	32.5	51.4	16.1	603	29.2	52.9	17.9
CURRICULUM GROUP	Child Care & Ed.	7	14.3	57.1	28.6	53	33.9	54.7	11.3
	Technology	59	32.2	47.5	20.3	39	28.2	61.5	10.3
	Nursing	5	20.0	40.0	40.0	72	30.6	54.2	15.3
	Engineering	41	34.1	43.9	21.9	12	50.0	41.7	8.3
	Business Admin.	43	34.9	58.1	7.0	37	32.4	40.5	27.0
	Lib. Arts & Music	178	34.9	50.0	15.2	269	26.4	50.9	22.7
	Business Career	92	29.4	54.3	16.3	134	29.1	53.7	17.2
	Totals	425	34.7	50.8	16.5	616	29.1	52.1	18.9

Feeling of Safety on Campus

Question 7. Are there times when you feel "unsafe" on this campus?

1) Yes 2) No

A significantly larger proportion of students (approximately 83%) feel safe on the B.C.C. campus than unsafe (approximately 17%). Whereas there appear to be no major overall ethnic differences on the feeling of safety on campus, there are noticeable curriculum differences. While a large proportion of engineering students (88.5%) indicate feeling safe, a noticeably large proportion of child care and education students (23.0%) state they feel unsafe (Table 7.1).

A slightly larger proportion of hispanic males (15.4%) report feeling unsafe than black (9.8%) or white males (12.8%). Markedly more males in technology appear to feel unsafe (15.3%) than in business administration (7.0%). As might be expected, a larger proportion of females (approximately 20%) report feeling unsafe than males (approximately 12%). The largest proportion of females to report feeling unsafe are in the business administration (27.0%), technology (26.8%), and child care and education (25.0%) programs, whereas proportionately few females in nursing (14.3%) and business careers (17.5%) indicate sharing this feeling. When students are grouped according to matriculation status, time of attending classes, number of credits earned, and year of entry at B.C.C., no major differences are seen in their feeling of safety on the B.C.C. campus.

Of the responding students who feel unsafe on campus, it appears that some of them feel unsafe at night. Students complain of poor lighting at night both on the campus, and in the basements and hallways of certain buildings such as the basement of Tech-Two.

A number of students state there are not enough guards on campus at night. Some students suggest that guards be stationed on the inside as well as outside of buildings at night. While others feel that the hiring of more effective guards will enhance their sense of security on campus at night.

Table 7.1

Responses to Q.7. Feeling of Safety on the Campus, Distributed Within Ethnic, Curriculum, Sex Groups and Within the Total Sample.

(All figures except for N represent percentages)

		MALE			FEMALE			MALE & FEMALE		
	Category	N	NO	YES	N	NO	YES	N	NO	YES
ETHNIC GROUP	Black	174	90.2	9.8	302	81.1	18.9	479	84.6	15.4
	Hispanic	123	84.6	15.4	176	80.7	19.3	300	82.3	17.7
	White	86	87.2	12.8	89	80.9	19.1	177	84.2	15.8
	Oriental	9	88.9	11.1	6	83.3	16.7	15	86.7	13.3
	Other	34	85.3	14.7	37	59.5	40.5	72	72.2	27.8
	Totals	426	87.6	12.4	610	79.7	20.3	1043	83.0	17.0
CURRICULUM GROUP	Child Care & Ed.	7	100.0	0.0	52	75.0	25.0	61	77.0	23.0
	Business Career	92	87.0	13.0	137	82.5	17.5	232	84.1	15.9
	Technology	59	84.7	15.3	41	73.2	26.8	103	80.6	19.4
	Nursing	5	80.0	20.0	77	85.7	14.3	83	85.5	14.5
	Engineering	40	90.0	10.0	12	83.3	16.7	52	88.5	11.5
	Business Admin.	43	93.0	7.0	37	73.0	27.0	82	82.9	17.1
	Lib. Arts & Music	176	88.6	11.4	264	78.8	21.2	450	82.9	17.1
	Totals	422	88.4	11.6	620	79.5	20.5	1063	83.1	16.9

The Use, Utility, Present and Anticipated Need of the Various Student Development Services for B.C.C. Students

Questions 8, 9, 10 and 11: Of the following services:

a) Financial Aid counseling
b) Academic counseling
c) Vocational counseling
d) Social Services
e) Personal counseling
f) Job placement services
g) Transfer counseling
h) Health services and counseling
i) Housing assistance

8. Which one have you used most?
9. Which one have you found most useful?
10. Which one do you need most now?
11. Which one might you need most next year?

Note: In view of the wording of the four questions, the percentages reported under the different student services should not be taken to indicate the absolute status of any of the services, i.e. referring to the use, utility, present or anticipated need of the services in isolation, without the context of other services. The percentages, in fact, indicate a comparative status of the different services as perceived by the students. For example, Table 8.5 shows that financial aid counseling is used most by 56.1% of the hispanic female students. This does not mean that only 56.1% of the hispanic females used this service. It rather means that 56.1% of the hispanic females used financial aid counseling more than other student services.

As was true in the 1974 Student Opinion Survey, academic counseling is used and found most useful by a higher proportion of students than the other services; however, the students express a greater need for financial aid counseling than for academic counseling (Table 8.1).

Overall, academic and financial aid counseling are used most by responding students (40% and 38% respectively), while housing aid and health services are the least utilized (0.2% and 1.0%). Contrary to the utilization pattern, approximately twice as many of the responding

students feel they need financial aid counseling (43%) as academic counseling (20%). Moreover, a larger proportion of white students than black or hispanic utilize, judge most useful, and express a present and anticipated need for academic counseling, while more black and hispanic students than white utilize, and express a similar need priority for financial aid counseling.

Table 8.2 reveals that academic counseling is used most by business administration students (48.0%), and least by child care and education (30%) and technology students (33.7%). Financial aid counseling is most used by child care and education (52.0%) and nursing students (45.1%), and least utilized by engineering (25.6%) and business administration students (29.3%). In fact, the largest proportion of any one curriculum group to use a single service appears to be the 52% of child care and education students utilizing financial aid counseling.

Males (approximately 42%) both utilize academic counseling and judge it more useful than financial aid counseling (31%, Table 8.3, 8.4). By contrast, females (approximately 41%) use financial aid counseling most, judging it more useful than academic counseling (approximately 33%, Tables 8.5, 8.6). Males in business administration (53.7%), and engineering (48.3%), and females in liberal arts (47.4%) tend to use academic counseling, most, whereas males in liberal arts (39.5%), and females in child care and education (52.3%), and business careers (50.8%) tend to utilize financial aid counseling most (Tables 8.4 and 8.6).

Regarding their anticipated need for the Fall 1976 semester, approximately 50% of responding students say they will need financial aid counseling, whereas only 16% anticipate needing academic counseling

(Tables 8.1 & 8.2). A larger proportion of females (55%) than males (46%) project the need for financial aid counseling in the Fall, 1976 semester, while proportionately more males (19%) than females (14%) project the need for academic counseling (Tables 8.3 to 8.6). Similarly, proportionately more females (11%) than males (6.5%) express the need for job placement counseling in the fall semester 76-77, whereas a larger proportion of males (13%) than females (9%) anticipate needing transfer counseling. Proportionately more white than black or hispanic students project the need for transfer counseling. When students are grouped according to curriculum, the pattern of their anticipated need for financial aid and academic counseling is similar to the pattern of their present use of these services. For example, a large proportion of child care (52.0%) and nursing students (45.1%) utilize financial aid counseling while proportionately few engineering students (25.6%) do so (Table 8.2). Similarly, large proportions of child care (62.0%) and nursing students (57.1%) anticipate needing financial aid counseling in the Fall 1976 semester compared to proportionately few engineering students (38.1%).

Financial aid counseling appears needed more by matriculated than non-matriculated students. Moreover, a slightly larger proportion of matriculated students utilize, and anticipate needing(in the fall semester), academic and financial aid counseling, than do non-matriculated students. On the other hand, markedly more non-matriculated students utilize, judge most useful, and anticipate needing(in the fall semester)personal counseling than matriculated students (not shown on the Table).

While a larger proportion of (mostly) day than evening students utilize, and project needing financial aid counseling, comparably larger proportions of evening than day students use, need, and anticipate needing personal and academic counseling. In fact, the utilization of academic counseling seems to increase with the amount of student credits earned; however, the reverse pattern appears to hold for the utilization of financial aid counseling--that is, a decrease in the utilization of financial aid counseling with increasing credits earned (not shown in the Tables).

Personal counseling is the third most used student service, utilized most by approximately 9% of the students in the sample (Tables 8.1 and 8.2). A noticeably larger proportion of hispanic males both utilize personal counseling and judge it more useful than black or white males (Table 8.3). Of the curricular programs, technology students (14.0%) use personal counseling most, whereas students in child care seem to utilize it least (Table 8.2).

A larger proportion of students express a current as well as anticipated need for job placement and transfer counseling than use these services. For example, approximately 9% of responding students feel they currently need job placement counseling and anticipate needing it in the Fall, 1976 semester, whereas only approximately 2% of students use this service most, or feel that it is the most useful service (Tables 8.1 and 8.2).

Vocational counseling is used most by approximately 5% of the students in the sample. A noticeably larger proportion of white females use this service and judge it more useful than any other sex-ethnic combination (Tables 8.3 and 8.5). Nursing students (11.3%), predominantly female, use this service most, whereas business administration students (1.3%) use it least (Table 8.2). Other services are used very infrequently.

Table 8.1

Responses to Questions 8, 9, 10, and 11, Use, Utility, Present and Anticipated Need of the Various Student Development Services for B.C.C. Students Distributed Within Ethnic Groups. (All figures except N represent percentages.)

MALES & FEMALES

		N	Financial Aid	Academic	Vocational	Social Services	Personal	Job Placement	Transfer	Health	Housing
BLACK	Used most	407	37.3	40.5	4.4	2.7	8.8	2.5	2.0	1.2	0.5
	Most useful	380	35.0	35.8	6.1	1.8	13.7	1.6	2.6	2.9	0.5
	Need most	409	42.1	22.0	7.1	2.7	6.1	10.3	7.1	0.5	2.2
	Need next year	400	55.0	14.0	4.3	0.8	4.0	9.0	10.0	0.3	2.8
HISPANIC	Used most	254	48.0	33.1	3.5	1.2	10.2	0.8	2.4	0.8	0.0
	Most useful	230	41.7	30.0	4.8	3.0	14.8	2.6	0.9	1.7	0.4
	Need most	263	52.5	15.6	8.7	1.9	7.2	8.0	3.8	0.8	1.5
	Need next year	258	52.7	15.1	4.7	1.9	5.0	10.5	7.8	0.4	1.9
WHITE	Used most	151	18.5	57.0	7.3	1.3	8.6	0.7	6.0	0.7	0.0
	Most useful	135	17.8	51.1	10.4	3.7	11.1	1.5	3.7	0.7	0.0
	Need most	144	25.7	29.9	10.4	2.1	9.7	5.6	16.0	0.7	0.0
	Need next year	143	35.0	26.6	7.7	0.7	5.6	8.4	14.7	0.7	0.7
ORIENTAL	Used most	14	28.6	42.9	14.3	7.1	0.0	7.1	0.0	0.0	0.0
	Most useful	13	53.8	30.8	7.7	7.7	0.0	0.0	0.0	0.0	0.0
	Need most	14	42.9	28.6	7.1	0.0	0.0	0.0	21.4	0.0	0.0
	Need next year	14	35.7	21.4	0.0	7.1	7.1	7.1	21.4	0.0	0.0
OTHER	Used most	57	47.4	29.8	7.0	0.0	3.5	7.0	3.5	1.8	0.0
	Most useful	47	40.4	29.8	6.4	0.0	10.6	2.1	6.4	4.3	0.0
	Need most	55	52.7	9.1	0.0	1.8	5.5	18.2	9.1	3.6	0.0
	Need next year	58	63.8	8.6	0.0	0.0	5.2	10.3	10.3	1.7	0.0
TOTALS	Used most	883	37.7	40.5	5.0	1.9	8.7	2.0	2.8	1.0	0.2
	Most useful	805	34.7	36.3	6.5	2.5	13.2	1.9	2.5	2.2	0.4
	Need most	885	43.2	20.7	7.7	2.3	6.9	9.2	7.9	0.8	1.5
	Need next year	873	51.3	16.2	4.6	1.1	4.7	9.4	10.3	0.5	1.9

Table 8.2

Responses to Questions 8, 9, 10, and 11, Use, Utility, Present and Anticipated Need of the Various Student Development Services for B.C.C. Students Distributed Within Curriculum Groups. (All figures except N represent percentages.)

MALES & FEMALES

		N	Financial Aid	Academic	Vocational	Social Services	Personal	Job Placement	Transfer	Health	Housing
Child Care & Ed.	Used most	50	52.0	30.0	8.0	4.0	2.0	2.0	0.0	2.0	0.0
	Most useful	40	40.0	30.0	7.5	2.5	12.5	2.5	0.0	5.0	0.0
	Need most	44	45.5	15.9	9.1	2.3	6.8	9.1	4.5	2.3	4.5
	Need next year	50	62.0	4.0	4.0	2.0	12.0	8.0	8.0	0.0	0.0
Business Careers	Used most	204	41.2	38.2	4.4	1.0	9.3	2.5	2.9	0.0	0.5
	Most useful	185	33.0	36.8	4.3	2.7	14.1	4.9	1.6	2.2	0.5
	Need most	203	43.3	20.2	3.9	3.0	7.9	11.8	6.9	1.0	2.0
	Need next year	209	47.4	18.2	2.4	2.4	4.3	12.4	10.5	0.5	1.9
Technology	Used most	86	38.4	33.7	7.0	1.2	14.0	2.3	0.0	3.5	0.0
	Most useful	76	39.5	30.3	9.2	1.3	10.5	2.6	0.0	5.3	1.3
	Need most	86	44.2	17.4	10.5	1.2	11.6	11.6	3.5	0.0	0.0
	Need next year	87	52.9	17.2	5.7	0.0	3.4	10.3	9.2	0.0	1.1
Nursing	Used most	71	45.1	35.2	11.3	0.0	5.6	2.8	0.0	0.0	0.0
	Most useful	67	43.3	31.3	11.9	0.0	10.4	3.0	0.0	0.0	0.0
	Need most	67	50.7	20.9	13.4	0.0	3.0	6.0	6.0	0.0	0.0
	Need next year	70	57.1	10.0	4.3	1.4	2.9	10.0	11.4	0.0	2.9
Engineering	Used most	39	25.6	43.6	5.1	5.1	7.7	5.1	7.7	0.0	0.0
	Most useful	35	31.4	31.4	5.7	5.7	11.4	5.7	5.7	2.9	0.0
	Need most	41	41.5	17.1	7.3	2.4	7.3	4.9	12.2	2.4	4.9
	Need next year	42	38.1	21.4	2.4	0.0	9.5	11.9	14.3	0.0	2.4
Business Admin.	Used most	75	29.3	48.0	1.3	0.0	10.7	4.0	6.7	0.0	0.0
	Most useful	67	26.2	42.6	0.0	3.3	16.4	0.0	9.8	1.6	0.0
	Need most	74	45.9	23.0	2.7	2.7	8.1	5.4	10.8	0.0	1.4
	Need next year	70	57.1	17.1	2.9	1.4	2.9	7.1	11.4	0.0	0.0
Lib. Arts & Music	Used most	384	35.7	44.3	3.6	2.1	9.1	0.8	2.9	1.3	0.3
	Most useful	362	35.4	37.8	5.8	2.2	13.8	0.3	2.8	1.7	0.3
	Need most	388	42.5	21.1	8.0	1.8	6.4	8.5	9.3	0.8	1.5
	Need next year	362	49.4	16.9	5.5	1.1	5.0	7.5	11.3	0.8	2.5
Totals	Used most	909	37.8	40.7	4.8	1.7	9.0	2.0	2.8	1.0	0.2
	Most useful	826	35.2	36.1	5.9	2.3	13.3	2.1	2.5	2.2	0.4
	Need most	903	43.9	20.3	7.3	2.0	7.2	9.0	8.0	0.8	1.7
	Need next year	890	50.7	16.2	4.3	1.3	4.9	9.3	10.9	0.4	1.9

Table 8.3
Responses to questions 8, 9, 10, and 11, Use, Utility, Present and Anticipated Need of the Various Student Development Services for B.C.C. Students Distributed Within Ethnic Groups Controlling for Sex. (All figures except N represent percentages.)

			MALES								
		N	Financial Aid	Academic	Vocational	Social Services	Personal	Job Placement	Transfer	Health	Housing
BLACK	Used most	146	35.6	40.4	6.8	2.7	4.8	2.7	2.7	2.7	1.4
	Most useful	143	29.4	43.4	6.3	1.4	12.6	0.7	2.1	3.5	0.7
	Need most	152	40.0	25.0	5.9	3.3	6.6	12.5	4.6	0.0	2.0
	Need next year	148	52.0	15.5	4.1	0.7	5.4	6.1	12.2	0.7	3.4
HISPANIC	Used most	98	35.7	39.8	2.0	2.0	15.3	0.0	4.1	1.0	0.0
	Most useful	86	36.0	38.4	1.2	4.7	16.3	1.2	1.2	1.2	0.0
	Need most	105	49.5	19.0	6.7	2.9	7.6	8.6	1.9	1.0	2.9
	Need next year	101	44.6	22.8	5.0	2.0	7.9	5.9	9.9	0.0	2.0
WHITE	Used most	71	18.3	59.2	1.4	1.4	11.3	1.4	5.6	1.4	0.0
	Most useful	62	21.0	51.6	1.6	4.8	12.9	3.2	3.2	1.6	0.0
	Need most	69	23.2	29.0	11.6	4.3	10.1	4.3	15.9	1.4	0.0
	Need next year	68	32.4	26.5	7.4	0.0	5.9	7.4	17.6	1.5	1.5
ORIENTAL	Used most	8	25.0	37.5	37.5	25.5	12.5	0.0	0.0	0.0	0.0
	Most useful	8	50.0	25.0	12.5	12.5	0.0	0.0	0.0	0.0	0.0
	Need most	8	37.5	37.5	0.0	0.0	0.0	0.0	25.0	0.0	0.0
	Need next year	8	25.0	25.0	0.0	12.5	12.5	12.5	12.5	0.0	0.0
OTHER	Used most	27	48.1	25.9	11.1	0.0	0.0	3.7	7.4	3.7	0.0
	Most useful	21	42.9	28.6	9.5	0.0	4.8	0.0	4.8	9.5	0.0
	Need most	24	58.3	8.3	0.0	0.0	4.2	12.5	12.5	4.2	0.0
	Need next year	27	63.0	11.1	0.0	0.0	0.0	7.4	14.8	3.7	0.0
TOTALS	Used most	350	32.9	42.9	5.1	2.3	8.6	1.7	4.0	2.0	0.6
	Most useful	320	30.9	42.2	4.4	3.1	12.8	1.3	2.2	2.8	0.3
	Need most	358	40.8	23.2	6.7	3.1	7.3	9.5	7.0	0.8	1.7
	Need next year	352	46.3	19.6	4.5	1.1	6.0	6.5	12.8	0.9	2.3

Table 8.4

Responses to Questions 8, 9, 10, and 11, Use, Utility, Present and Anticipated Need of the Various Student Development Services for B.C.C. Students Distributed Within Curriculum Groups Controlling for Sex. (All figures except N represent percentages.)

MALES

		N	Financial Aid	Academic	Vocational	Social Services	Personal	Job Placement	Transfer	Health	Housing
Child Care & Ed.	Used most	5	60.0	20.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0
	Most useful	5	60.0	20.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0
	Need most	5	20.0	40.0	20.0	0.0	0.0	20.0	0.0	0.0	0.0
	Need next year	6	66.7	0.0	16.7	0.0	0.0	0.0	16.7	0.0	0.0
Business Careers	Used most	75	24.0	45.3	8.0	1.3	10.7	2.7	6.7	0.0	1.3
	Most useful	70	21.4	50.0	2.9	2.9	15.7	4.3	2.9	0.0	0.0
	Need most	81	37.0	25.9	6.2	3.7	9.9	8.6	6.2	1.2	1.2
	Need next year	82	37.8	25.6	2.4	4.9	6.1	9.8	11.0	0.0	2.4
Technology	Used most	52	34.6	34.6	9.6	0.0	17.3	0.0	0.0	3.8	0.0
	Most useful	43	32.6	34.9	9.3	0.0	16.3	0.0	0.0	7.0	0.0
	Need most	48	39.6	18.8	12.5	0.0	10.4	14.6	4.2	0.0	0.0
	Need next year	48	43.8	20.8	8.3	0.0	6.3	8.3	12.5	0.0	0.0
Nursing	Used most	4	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
	Most useful	4	75.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0
	Need most	3	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Need next year	4	75.0	0.0	0.0	0.0	0.0	0.0	25.0	0.0	0.0
Engineering	Used most	29	24.1	48.3	6.9	0.0	3.4	6.9	10.3	0.0	0.0
	Most useful	25	32.0	32.0	8.0	8.0	4.0	4.0	8.0	4.0	0.0
	Need most	31	41.9	19.4	6.5	3.2	3.2	6.5	12.9	3.2	3.2
	Need next year	37	38.7	22.6	0.0	0.0	9.7	12.9	12.9	0.0	3.2
Business Admin.	Used most	41	24.4	53.7	2.4	0.0	9.8	0.0	9.8	0.0	0.0
	Most useful	36	19.4	50.0	0.0	5.6	13.9	0.0	11.1	0.0	0.0
	Need most	40	45.0	27.5	2.5	2.5	7.5	5.0	7.5	0.0	2.5
	Need next year	36	50.0	13.9	5.6	0.0	5.6	8.3	16.7	0.0	0.0
Lib. Arts & Music	Used most	147	39.5	39.5	2.0	3.4	9.5	0.7	2.0	2.7	0.7
	Most useful	140	36.4	38.6	2.9	2.1	15.7	0.0	0.7	2.9	0.7
	Need most	150	44.7	20.0	6.0	2.7	6.7	10.0	7.3	0.7	2.0
	Need next year	144	50.0	16.7	4.9	0.7	6.3	2.8	14.6	1.4	2.8
Totals	Used most	353	32.9	41.6	5.4	1.7	10.2	1.4	4.2	2.0	0.6
	Most useful	323	31.3	40.6	4.0	2.8	14.2	1.2	2.8	2.8	0.3
	Need most	358	42.2	22.1	6.7	2.5	7.5	9.5	7.0	0.8	1.7
	Need next year	351	45.9	19.1	4.6	1.4	6.3	6.6	13.7	0.6	2.0

Table 8.5
Responses to questions 8. 9, 10, and 11, Use, Utility, Present and Anticipated Need of the Various Student Development Services for B.C.C. Students Distributed Within Ethnic Groups Controlling for Sex. (All figures except N represent percentages.)

FEMALES

		N	Financal	Academic	Vocational	Social Services	Personal	Job Placement	Transfer	Health	Housing
BLACK	Used most	258	38.8	40.7	3.1	2.3	10.9	2.3	1.6	0.4	no data
	Most useful	234	38.9	31.6	5.6	1.7	14.1	2.1	3.0	2.6	0.4
	Need most	254	43.3	20.5	7.9	2.0	5.9	8.7	8.7	0.8	2.4
	Need next year	250	56.8	13.2	4.4	0.8	3.2	10.4	8.8	0.0	2.4
HISPANIC	Used most	155	56.1	29.0	3.9	0.6	7.1	1.3	1.3	0.6	no data
	Most useful	143	45.5	25.2	6.3	2.1	14.0	3.5	0.7	2.1	0.7
	Need most	157	54.1	13.4	10.2	1.3	7.0	7.6	5.1	0.6	0.6
	Need next year	156	58.3	9.6	4.5	1.9	3.2	13.5	6.4	0.6	1.9
WHITE	Used most	78	19.2	55.1	12.8	1.3	6.4	0.0	5.1	0.0	no data
	Most useful	72	15.3	51.4	18.1	2.8	8.3	0.0	4.2	0.0	0.0
	Need most	73	28.8	31.5	9.6	0.0	9.6	6.8	13.7	0.0	0.0
	Need next year	73	38.4	27.4	6.8	1.4	5.5	9.6	11.0	0.0	0.0
ORIENTAL	Used most	6	33.3	50.0	0.0	0.0	0.0	16.7	0.0	0.0	no data
	Most useful	5	60.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Need most	6	50.0	16.7	16.7	0.0	0.0	0.0	16.7	0.0	0.0
	Need next year	6	50.0	16.7	0.0	0.0	0.0	0.0	33.3	0.0	0.0
OTHER	Used most	30	46.7	33.3	3.3	0.0	6.7	10.0	0.0	0.0	no data
	Most useful	26	38.5	30.8	3.8	0.0	15.4	3.8	7.7	0.0	0.0
	Need most	31	48.4	9.7	9.7	32.2	6.5	22.6	6.5	3.2	0.0
	Need next year	31	64.5	6.5	0.0	0.0	9.7	12.9	6.5	0.0	0.0
TOTALS	Used most	527	41.4	39.1	4.7	1.5	8.7	2.3	1.9	0.4	no data
	Most useful	480	37.5	32.7	7.5	1.9	13.1	2.3	2.7	1.9	0.4
	Need most	52	44.9	19.2	19.2	1.5	6.7	8.8	8.3	0.8	1.3
	Need next year	516	55.0	13.8	4.5	1.2	3.9	11.2	8.5	0.2	1.7

Table 8.6

Responses to Questions 8, 9, 10, and 11, Use, Utility, Present and Anticipated need of the Various Student Development Services for B.C.C. Students, Distributed Within Curriculum Groups Controlling for Sex. (All figures except N represent percentages.)

FEMALES

		N	Financial aid	Academic	Vocational	Social Services	Personal	Job Placement	Transfer	Health	Housing
Child Care & Ed.	Used most	44	52.3	29.5	9.1	4.5	2.3	2.3	0.0	0.0	no data
	Most useful	35	37.1	31.4	8.6	2.9	14.3	2.9	0.0	2.9	0.0
	Need most	39	48.7	12.8	7.7	2.6	7.7	7.7	5.1	2.6	5.1
	Need next year	44	61.4	4.5	2.3	2.3	13.6	9.1	6.8	0.0	0.0
Business Careers	Used most	126	50.8	34.1	2.4	0.8	8.7	2.4	0.8	0.0	no data
	Most useful	112	39.3	28.6	5.4	2.7	13.4	5.4	0.9	3.6	0.9
	Need most	119	47.9	16.0	2.5	2.5	6.7	14.3	6.7	0.8	2.5
	Need next year	124	53.2	12.9	2.4	0.8	3.2	14.5	10.5	0.8	1.6
Technology	Used most	32	46.9	31.3	3.1	0.0	9,4	6.3	0.0	3.1	no data
	Most useful	31	51.6	25.8	9.7	0.0	3.2	3.2	0.0	3.2	3.2
	Need most	36	50.0	16.7	8.3	0.0	13.9	8.3	2.8	0.0	0.0
	Need next year	38	63.2	13.2	2.6	0.0	0.0	13.2	5.3	0.0	2.6
Nursing	Used most	66	45.5	36.4	9.1	0.0	6.1	3.0	0.0	0.0	no data
	Most useful	63	41.3	33.3	11.1	0.0	11.1	3.2	0.0	0.0	0.0
	Need most	63	49.2	22.2	14.3	0.0	3.2	6.3	4.8	0.0	0.0
	Need next year	65	56.9	10.8	4.6	1.5	3.1	10.8	9.2	0.0	3.1
Engineering	Used most	10	30.0	30.0	0.0	20.0	20.0	0.0	0.0	0.0	no data
	Most useful	10	30.0	30.0	0.0	0.0	30.0	10.0	0.0	0.0	0.0
	Need most	10	40.0	10.0	10.0	0.0	20.0	0.0	10.0	0.0	10.0
	Need next year	11	36.4	18.2	9.1	0.0	9.1	9.1	18.2	0.0	0.0
Business Admin.	Used most	33	36.4	39.4	0.0	0.0	12.1	9.1	0.0	0.0	no data
	Most useful	24	37.5	29.2	0.0	0.0	20.8	0.0	8.3	4.2	0.0
	Need most	33	45.5	18.2	3.0	3.0	9.1	6.1	15.2	0.0	0.0
	Need next year	33	63.6	21.2	0.0	3.0	0.0	6.1	6.1		0.0
Lib. Arts & Misc.	Used most	230	33.5	47.4	4.3	1.3	8.7	0.9	3.5	0.4	no data
	Most useful	215	34.9	38.1	7.0	2.3	12.1	0.5	4.2	0.9	0.0
	Need most	231	41.1	22.1	9.5	0.9	6.5	6.9	10.8	0.9	1.3
	Need next year	211	50.2	16.1	6.2	0.9	4.3	10.0	9.5	0.5	2.4
Totals	Used most	541	41.4	39.7	4.4	1.5	8.3	2.4	1.8	0.4	no data
	Most useful	490	38.0	33.5	6.9	1.8	12.7	2.4	2.4	1.8	0.4
	Need most	531	45.0	19.2	7.9	1.3	7.2	8.5	8.5	0.8	1.7
	Need next year	526	54.2	13.9	4.2	1.1	4.2	11.0	9.1	0.4	1.9

Need for Additional Information on Various Health Problems.

Question 12. Do you have the need for more information outside the classroom on various health problems?

1) Yes 2) No

If "Yes", explain _____.

Approximately 14% of responding students express a need for more information outside of the classroom on various health problems, whereas 86% of students express no such need (Table 12.1). A slightly larger proportion of black (15.9%) than white students (9.4%) express a need for this information.

Grouped according to curriculum, larger proportions of students in the various curriculum groups such as nursing (94.9%), business administration (89.2%), and engineering (88.0%) report no need for additional health information (Table 12.1). Of the students expressing the need for more information, the largest proportion is found among liberal arts students (15.9%).

The male and female students in the sample seem to differ very little from one another in their need for more information on health problems (Table 12.1). However, proportionately more black (18.0%) and hispanic males (16.3%) than white males (7.0%), and proportionately more black (14.7%) than hispanic females (10.2%) express the need for more information. Comparatively large proportions of males in liberal arts (17.9%) and females in technology (15.4%) and liberal arts (14.7%) report

needing additional information, whereas larger proportions of males in engineering (92.1%) and females in nursing (95.9%) indicate no need for more information. When grouped according to matriculation status, time of attending classes, number of credits earned, and year of entry at B.C.C., students do not differ greatly in their need for more information outside of the classroom on health problems.

There are very few open-ended responses to this question. Several of the responses are vague. Hence, it is unclear about which specific health problems students have the need for more information outside the classroom.

Table 12.1

Responses to Q. 12. Need for Additional Information on Various Health Problems, Distributed Within Ethnic, Curriculum, Sex Groups, and Within the Total Sample. (All figures except for N represent percentages.)

		MALES			FEMALES			MALE & FEMALES		
	Category	N	NO	YES	N	NO	YES	N	NO	YES
ETHNIC GROUP	Black	172	82.0	18.0	285	85.3	14.7	460	84.1	15.9
	Hispanic	123	83.7	16.3	167	89.8	10.2	291	87.3	12.7
	White	86	93.0	7.0	92	88.0	12.0	180	90.6	9.4
	Oriental	10	80.0	20.0	6	66.7	33.3	16	75.0	25.0
	Other	33	78.8	21.2	35	82.9	17.1	69	81.2	18.8
	Totals	424	84.4	15.6	585	86.7	13.3	1016	85.8	14.2
CURRICULUM GROUP	Child Care & Ed.	7	85.7	14.3	49	89.8	10.2	58	86.2	13.8
	Business Career	94	84.0	16.0	127	86.6	13.4	224	85.3	14.7
	Technology	56	85.7	14.3	39	84.6	15.4	98	85.7	14.3
	Nursing	4	75.0	25.0	73	95.9	4.1	78	94.9	5.1
	Engineering	38	92.1	7.9	12	75.0	25.0	50	88.0	12.0
	Business Admin.	44	88.6	11.4	37	89.2	10.8	83	89.2	10.8
	Lib. Arts & Music	179	82.1	17.9	258	85.3	14.7	446	84.1	15.9
	Totals	422	84.6	15.4	595	87.2	12.8	1037	86.0	14.0

Difficulty in Obtaining Help in Tutorial Labs

Question 13. Have you had difficulty in obtaining help in any tutorial lab?

1) Yes 2) No

If "Yes", which? _____

Approximately 23% of responding students report having difficulty in obtaining help in a tutorial lab, whereas approximately 77% do not report having such difficulty (Table 13.1). A larger proportion of black (26.6%) and hispanic students (25.2%) than white students (14.4%) report having difficulty. Of students who indicate having difficulty, the largest proportion is from business administration (27.2%). Child care and education students appear to experience the least difficulty.

Male and female students do not appear to differ greatly from one another in their experience of difficulty in obtaining help in tutorial labs. Nevertheless, proportionately more hispanic males (30.2%) than black (22.5%) or white males (14.9%) and proportionately more black females (29.3%) than hispanic (21.9%) or white females (12.9%) indicated having difficulty (Table 13.1).

The proportion of males in each program who experience this difficulty is fairly consistent (23.3%), whereas a larger proportion of females in business administration (30.6%) than in any other program experience difficulty. Proportionately few females in child care and

education seem to experience this difficulty. When students are grouped according to matriculation status, time of attending classes, number of credits earned, or year of entry at B.C.C., no substantial differences are seen.

Of the students who report having difficulty in obtaining help in a tutorial lab, the largest number appear to have difficulty in the mathematics tutorial labs. A few students comment on negative attitudes on the part of at least one tutor in mathematics.

A few students seem to have had difficulty in obtaining tutorial help in English, biology, and history, and a few complain that the typing lab is overcrowded. One student complains that no tutoring is available on Saturday.

Table 13.1
Responses to Q. 13, Difficulty in Obtaining Help in Tutorial Lab, Distributed within Ethnic, Curriculum, Sex Groups, and Within the Total Sample
(All figures except N represent percentages.)

		MALES			FEMALES			MALES & FEMALES		
	Category	N	Yes	No	N	Yes	No	N	Yes	No
ETHNIC GROUP	Black	173	22.5	77.5	287	29.3	70.7	463	26.6	73.4
	Hispanic	116	30.2	69.8	169	21.9	78.1	286	25.2	74.8
	White	87	14.9	85.1	85	12.9	87.1	174	14.4	85.6
	Oriental	9	33.3	66.7	5	0.0	100.0	14	21.4	78.6
	Other	34	11.8	88.2	34	17.6	82.4	69	14.5	85.5
	Totals	419	22.4	77.6	580	23.8	76.2	1006	23.2	76.8
CURRICULUM GROUP	Child Care & Ed.	6	16.7	83.3	49	18.4	81.6	57	17.5	82.5
	Business Career	91	23.1	76.9	130	20.8	79.2	224	21.9	78.1
	Technology	57	22.8	77.2	38	26.3	73.7	97	24.7	75.3
	Nursing	5	60.0	40.0	73	24.7	75.3	79	26.6	73.4
	Engineering	40	22.5	77.5	12	16.7	83.3	52	21.2	78.8
	Business Admin.	43	25.6	74.4	36	30.6	69.4	81	27.2	72.8
	Lib. Arts & Music	175	22.3	77.7	255	25.1	74.9	438	24.0	76.0
	Totals	417	23.3	76.7	593	23.8	76.2	1028	23.5	76.5

Course Enrollment Errors Caused By Lack of Appropriate Information

Question 14. Have you ever enrolled in a wrong course, or failed to enroll in a course you needed because of a lack of appropriate information?

1) Yes 2) No

If "Yes" explain in detail _____.

Approximately 36% of responding students state they have enrolled in a wrong course, or have failed to enroll in a course they needed because of lack of appropriate information (Table 14.1). About 64% of the student sample state they have not done so. Larger proportions of black (40.5%) and hispanic students (34.5%) than white students (25.8%) indicate having made course enrollment errors caused by lack of appropriate information. However, proportionately more technology (44%) and business administration (40.2%) students indicate having made such errors than business career students (32.6%).

Students do not appear to differ greatly by sex on this question. However, there are noticeable sex-ethnic differences. For example, generally larger proportions of both black and hispanic students than white students report enrollment errors. Proportionately more black females (41.2%) report enrollment errors than hispanic females (33.1%). Noticeably more males in technology (47.4%) report enrollment errors than males in business careers (30.4%), whereas approximately 35%-36% of females in all the curricula programs (having substantial female enrollments) report enrollment errors.

When students are grouped according to matriculation status, time of attending classes, number of credits earned, and year of entry into B.C.C., no great differences are seen in course enrollment errors.

Of the students who indicate having enrolled in a wrong course, or having failed to enroll in a course needed because of lack of appropriate information, may seem to feel that no one explained to them, at the proper time, their curriculum course requirements or prerequisites. It appears, for example, that some freshmen register for courses without knowing the courses they need. A smaller group of students indicates being given misinformation at registration, especially regarding courses which are said to be closed.

Another group of students believes it was misinformed by counselors about course requirements for curriculums, or about prerequisites for given courses. Many of these students criticize the registration procedure as disorganized and confusing, and state there are not enough academic counselors available at registration to assist students. Another reason given, with less frequency, for students' failure to enroll in a course needed, is that the students found the needed courses closed at registration.

It should be remembered that the above views represent student views as of the Spring, 1976 semester. Since then new registration procedures have been instituted which promise to alleviate some of the above conditions about which students have complained.

Table 14.1:

Responses to Q.14, Course Enrollment Errors Caused by Lack of Appropriate Information, Distributed Within Ethnic, Curriculum, Sex Groups, and Within the Total Sample
(All figures except N represent percentages.)

		MALE			FEMALE			MALE & FEMALE		
	Category	N	YES	NO	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	170	39.4	60.6	294	41.2	58.8	467	40.5	59.5
	Hispanic	120	36.7	63.3	169	33.1	66.9	290	34.5	65.5
	White	88	30.7	69.3	92	20.7	79.3	182	25.8	74.2
	Oriental	10	30.0	70.0	5	40.0	60.0	15	33.3	66.7
	Other	34	35.3	64.7	36	47.2	52.8	71	40.8	59.2
	Totals	422	36.3	63.7	596	36.1	63.9	1025	36.1	63.9
CURRICULUM GROUP	Child Care & Ed.	7	42.9	57.1	49	34.7	65.3	58	34.5	65.5
	Business Career	92	30.4	69.6	129	34.9	65.1	224	32.6	67.4
	Technology	57	47.4	52.6	40	35.0	65.0	100	44.0	56.0
	Nursing	5	20.0	80.0	75	34.7	65.3	81	33.3	66.7
	Engineering	39	35.9	64.1	11	27.3	72.7	50	34.0	66.0
	Business Admin.	44	40.9	59.1	36	38.9	61.1	82	40.2	59.8
	Lib. Arts & Music	176	34.7	65.3	265	38.9	61.1	451	37.0	63.0
	Totals	420	36.2	63.8	605	36.7	63.3	1046	36.4	63.6

Use of Tutorial Labs If They Were Opened on Saturdays

Question 15. Would you use any of the tutorial labs if they were opened on Saturdays?

1) No 2) Perhaps 3) Yes

Approximately 50% of responding students seem uncertain whether they would use tutorial labs if they were opened on Saturdays. Slightly more than 35% report they would use the labs and approximately 15% indicate they would not (Table 15.1). A noticeable larger proportion of black (40.5%) and hispanic students (38.9%) than white students (27.1%) indicate they would use the labs. It appears that more technology (41.7%) and child care students (40.3%) would use the labs than engineering students (26.9%).

A slightly larger proportion of males (39%) indicate they would use the labs than females (35%). Moreover, these seems to be a somewhat higher degree of uncertainty on this question among females than among males. Proportionately more males in technology (42.4%) than in any other program indicate they would use the labs. Larger proportions of females in child care and education (43.4%) and technology (41.5%) report they would use the labs than females in business administration (31.6%).

Moreover, if the tutorial labs were opened on Saturdays, it appears that they would be used by a slightly higher proportion of non-matriculated (41.8%) than matriculated students (36.4%), and by noticeable higher proportion of evening students (49%) than (mostly) day students (32%).

Table 15.1

Responses to Q.15, Use of Tutorial Labs if They Were Opened on Saturdays, Distrubuted Within Ethnic, Curriculum, Sex Groups, and Within the Total Sample. (All figures except N represent percentages.)

		MALES				FEMALES				MALES & FEMALES			
	Category	N	No	Perhaps	Yes	N	No	Perhaps	Yes	N	No	Perhaps	Yes
ETHNIC GROUP	Black	177	12.4	46.3	41.2	299	13.7	45.8	40.5	479	13.4	46.1	40.5
	Hispanic	124	11.3	44.4	44.4	176	12.5	52.3	35.2	301	12.0	49.2	38.9
	White	88	29.5	39.8	30.7	91	30.8	45.1	24.2	181	30.9	42.0	27.1
	Oriental	10	10.0	70.0	20.0	6	16.7	66.7	16.7	16	12.5	68.8	18.8
	Other	35	8.6	54.3	37.1	37	8.1	62.2	29.7	73	9.6	57.5	32.9
	Totals	434	15.2	45.6	39.2	609	15.6	48.8	35.6	1050	15.7	47.4	36.9
CURRICULUM GROUP	Child Care & Ed.	7	14.3	57.1	28.6	53	11.3	45.3	43.4	62	12.9	46.8	40.3
	Business Career	95	17.9	44.2	37.9	133	16.5	48.1	35.3	231	16.9	46.8	36.4
	Technology	59	10.2	47.5	42.4	41	14.6	43.9	41.5	103	11.7	46.6	41.7
	Nursing	5	0.0	20.0	80.0	73	13.7	56.2	30.1	79	13.9	53.2	32.9
	Engineering	40	17.5	55.0	27.5	12	25.0	50.0	25.0	52	19.2	53.8	26.9
	Business Admin.	44	9.1	50.0	40.9	38	23.7	44.7	31.6	84	15.5	48.8	35.7
	Lib. Arts & Music	182	17.0	43.4	39.6	270	14.1	52.2	33.7	461	15.2	48.6	36.2
	Totals	432	15.3	45.8	38.9	620	15.2	50.2	34.7	1072	15.2	48.5	36.3

Need for and Obtainability of Health and Emergency Service on Campus

Question 16. Have you ever required health or emergency service on this campus?

1) Yes 2) No

Question 17. Were you able to obtain the help you needed?

1) Yes 2) No

If "No", explain why not _____.

Approximately 10% of the reporting students state they have required health or emergency service (Table 16.1). Of those students requiring such service, approximately 22% indicate they were not able to obtain this service.

Larger proportions of black than hispanic or white students required health or emergency service and were apparently able to obtain it more readily. More nursing (13.4%), liberal arts (12.1%), and technology students (12.1%) than engineering (5.8%) or business administration students (3.7%) required health or emergency service. Moreover, of responding students requiring this service, large proportions of technology (87.8%) and nursing students (84.2%) report the service was obtainable (Table 16.1).

A slightly larger proportion of females (approximately 12%) than males (approximately 8%) required health and emergency service on campus (Tables 16.2 and 16.3). A slightly higher proportion of females (79.9%) also report being able to obtain the help received than males (74.3%).

Proportionately more black (9.7%) than white males (4.5%) required this service. Larger proportions of males in liberal arts (10.6%) and technology (10.3%) than in engineering (5.0%) and business administration (4.5%) required health or emergency service. Of the males in technology who required health or emergency service, approximately 93.1% report the service was obtainable (Table 16.2).

More black females (14.1%) than hispanic (10.2%) or white females (9.9%) required health or emergency service on campus, and were reportedly able to obtain it more readily (Table 16.3). Females in technology (15.8%) required on campus health or emergency service more than females in child care and education (9.4%) or business administration (2.8%). However, larger proportions of females in nursing (86.1%) and child care (83.3%) than in technology (78.9%) report they were able to obtain this service.

When students are grouped according to matriculation status and number of credits earned, no large differences are seen in their need for, and the obtainability of health and emergency service on campus. However, differences are discovered when students are grouped according to the time of attending classes and the year of entry into B.C.C.

Markedly more (mostly) day students (13.5%) than evening (4.6%) indicate having required health and emergency service, although approximately equal proportions of each group indicate the ability to obtain this service on campus. There are too few responses to the open-ended part of this question to be able to offer any definitive explanation for students alleged inability to obtain required health or emergency service on the B.C.C. campus.

Table 16.1

Responses to Q. 16-17, Need for and Obtainability of Health and Emergency Service on Campus, Distributed Within Ethnic and Curriculum Groups. (All figures except N represent percentages.)

		MALES AND FEMALES					
		Required Health or Emergency Service			Able to Obtain Needed Health or Emergency Service		
	Category	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	476	12.8	87.2	221	82.4	17.6
	Hispanic	302	8.9	91.1	139	74.1	25.9
	White	181	7.2	92.8	65	73.8	26.2
	Oriental	15	0.0	100.0	10	80.0	20.0
	Other.	71	14.1	85.9	43	69.8	30.2
	Totals	1045	10.6	89.4	478	77.6	22.4
CURRICULUM GROUP	Child Care & Ed.	62	8.1	91.9	22	72.7	27.3
	Business Career	234	10.7	89.3	101	76.2	23.8
	Technology	99	12.1	87.9	49	87.8	12.2
	Nursing	82	13.4	86.6	38	84.2	15.8
	Engineering	52	5.8	94.2	26	65.4	34.6
	Business Admin.	82	3.7	96.3	32	78.1	21.9
	Lib. Arts & Music	455	12.1	87.9	223	76.2	23.8
	Totals	1066	10.7	89.3	491	77.4	22.6

Table 16.2

Responses to Q. 16-17, Need for and Obtainability of Health and Emergency Service on Campus, Distributed Within Ethnic and Curriculum Groups, for Males. (All figures except N represent percentages.)

		MALES					
		Required Health or Emergency Service			Able to Obtain Needed Health or Emergency Service		
	Category	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	175	9.7	90.3	90	80.0	20.0
	Hispanic	124	6.5	93.5	63	69.8	30.2
	White	88	4.5	95.5	37	70.3	29.7
	Oriental	9	0.0	100.0	6	66.7	33.3
	Other	35	14.3	85.7	19	73.7	26.3
	Totals	431	7.9	92.1	215	74.4	25.6
CURRICULUM GROUP	Child Care & Ed.	7	0.0	100.0	3	33.3	66.7
	Business Career	95	5.3	94.7	40	75.0	25.0
	Technology	58	10.3	89.7	29	93.1	6.9
	Nursing	5	20.0	80.0	2	50.0	50.0
	Engineering	40	5.0	95.0	21	61.9	38.1
	Business Admin.	44	4.5	95.5	20	80.0	20.0
	Lib. Arts & Music	179	10.6	89.4	99	71.7	28.3
	Totals	428	8.2	91.8	214	74.3	25.7

Table 16.3

Responses to Q. 16-17, Need for and Obtainability of Health and Emergency Service on Campus, Distributed Within Ethnic, and Curriculum Groups for Females. (All figures except N represent percentages.)

		FEMALES					
		Required Health or Emergency Service			Able to Obtain Needed Health or Emergency Service		
	Category	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	298	14.1	85.9	129	83.7	16.3
	Hispanic	177	10.2	89.8	75	77.3	22.7
	White	91	9.9	90.1	28	78.6	21.4
	Oriental	6	0.0	100.0	4	100.0	0.0
	Other	35	14.3	85.7	24	66.7	33.3
	Totals	607	12.2	87.8	260	80.0	20.0
CURRICULUM GROUP	Child Care & Ed.	53	9.4	90.6	18	83.3	16.7
	Business Career	136	14.7	85.3	60	76.7	23.3
	Technology	38	15.8	84.2	19	78.9	21.1
	Nursing	76	13.2	86.8	36	86.1	13.9
	Engineering	12	8.3	91.7	5	80.0	20.0
	Business Admin.	36	2.8	97.2	12	75.0	25.0
	Lib. Arts & Music	266	12.4	87.6	118	79.7	20.3
	Totals	617	12.3	87.7	268	79.9	20.1

Incidence of Physical or Other Types of Handicaps

Question 18. Do you have a physical or other kind of handicap?

1) Yes 2) No

If "Yes", what kind of facility or service do you need?

_____.

Approximately 10% of responding students report having a physical or other kind of handicap, whereas approximately 90% do not (Table 18.1). There are no major differences among ethnic groups on this question, but there are differences among curriculum groups. Proportionately more students in technology (14.0%) than in any other curriculum group indicate having a physical handicap, while noticeably few nursing students (5.1%) indicate this (Table 18.1).

A slightly larger proportion of males (11%) than females (8%) indicate having a physical or other kind of handicap. Moreover, the incidence appears higher among white (14.0%) than black (10.2%) or hispanic males (10.6%). Noticeably more males in technology (16.9%) than in business administration (6.7%) appear to have a physical or other type of handicap. Females in child care and education (11.3%) show a higher incidence of physical or other handicaps than those in nursing (4.1%).

When students are grouped according to matriculation status, time of attending classes, number of credits earned, and year of entry into B.C.C., no difference is seen in the incidence of physical or other types of handicaps.

The low number of open-ended responses prevents further knowledge of student needs in this area.

Table 18.1

Responses to Q.18, Incidence of Physical or Other Types of Handicaps Distributed, Within Ethnic, Curriculum and Sex Groups, and Within the Total Sample. (All figures except N represent percentages.)

		MALES			FEMALES			MALES & FEMALES		
	Category	N	No	Yes	N	No	Yes	N	No	Yes
ETHNIC GROUP	Black	177	89.8	10.2	297	89.9	10.1	476	89.7	10.3
	Hispanic	123	89.4	10.6	175	92.6	7.4	299	91.3	8.7
	White	86	86.0	14.0	87	92.0	8.0	175	89.1	10.9
	Oriental	10	90.0	10.0	6	100.0	0.0	16	93.8	6.3
	Other	34	82.4	17.6	37	91.9	8.1	72	87.5	12.5
	Totals	430	88.4	11.6	602	91.2	8.8	1038	90.0	10.0
CURRICULUM GROUP	Child Care & Ed.	7	100.0	0.0	3	88.7	11.3	62	90.3	9.7
	Business Career	95	90.5	9.5	130	93.8	6.2	228	92.5	7.5
	Technology	59	83.1	16.9	39	92.3	7.7	100	86.0	14.0
	Nursing	4	75.0	25.0	74	95.9	4.1	79	94.9	5.1
	Engineering	41	90.2	9.8	12	91.7	8.3	53	90.6	9.4
	Business Admin.	45	93.3	6.7	39	92.3	7.7	86	93.0	7.0
	Lib. Arts & Music	179	87.7	12.3	267	90.6	9.4	454	89.4	10.6
	Totals	430	88.6	11.4	614	92.0	8.0	1062	90.6	9.4

Knowledge of the Library's Location

Question 19. Do you know where the library is located?

1) Yes 2) No

It appears that approximately 94.5% of responding students know where the library is located, whereas about 5.5% do not (Table 19.1). While there are no great ethnic differences in knowledge of the library's location, there are differences among curriculum groups. Engineering students (98.1%) appear to be the best informed as to library location, and liberal arts and music students (93.3%) the least informed.

Generally, males and females do not seem to differ in their knowledge of the library's location. However, a slightly larger proportion of hispanic males (97.6%) than white (93.3%) or black males (91.1%) appear to know where the library is located. A slightly higher proportion of males in engineering (97.6%) than in liberal arts (93.4%) indicate knowledge of the library's location.

The various ethnic groups of females differ little from one another in their knowledge of the library's location; however, the various curriculum groupings of females differ noticeably. For example, 100% of the responding females in technology indicate knowledge of the library's location, whereas females in business administration (92.3%), liberal arts (93.4%) and nursing (93.5%) evidence less knowledge.

A somewhat larger proportion of matriculated (94.7%) than non-matriculated students (90.0%) seem to know the library's location (not shown in the Table). Moreover, considerably more (mostly) day (96.2%) than evening students (88.2%) appear to know. Whereas knowledge of the library's location tends to increase directly with increasing credits earned, there does not seem to be a relationship between knowledge of the library's location and year of a student's entry into B.C.C.

Table 19.1

Responses to Q.19, Knowledge of the Library's Location Distributed, Within Ethnic, Curriculum, and Sex Groups, and Within the Total Sample. (All figures except N represent percentages.)

		MALES			FEMALES			MALES & FEMALES		
	Category	N	Yes	No	N	Yes	No	N	Yes	No
ETHNIC GROUP	Black	179	91.1	8.9	304	94.4	5.6	486	93.7	7.0
	Hispanic	126	97.6	2.4	179	95.5	4.5	305	96.4	3.6
	White	89	93.3	6.7	93	94.6	5.4	184	94.0	6.0
	Oriental	9	100.0	0.0	6	100.0	0.0	15	100.0	0.0
	Other	34	97.1	2.9	37	94.6	5.4	72	95.8	4.2
	Totals	437	94.1	5.9	619	94.8	5.2	1062	94.4	5.6
CURRICULUM GROUP	Child Care & Ed.	7	100.0	0.0	53	94.3	5.7	62	95.2	4.8
	Business Career	94	95.7	4.3	136	97.8	2.2	233	97.0	3.0
	Technology	60	90.0	10.0	41	100.0	0.0	104	94.2	5.8
	Nursing	5	100.0	0.0	77	93.5	6.5	83	94.0	6.0
	Engineering	41	97.6	2.4	12	100.0	0.0	53	98.1	1.9
	Business Admin.	45	95.6	4.4	39	92.3	7.7	86	94.2	5.8
	Lib. Arts & Music	181	93.4	6.6	273	93.4	6.6	463	93.3	6.7
	Totals	433	94.2	5.8	631	94.1	5.1	1084	94.6	5.4

Awareness That the Library is Open on Saturday

Question 20. Are you aware that the Library is open on Saturday?

1) Yes 2) No

Slightly more than 60% of responding students seem aware that the library is open on Saturday, whereas approximately 40% seem unaware (Table 20.1). Students within the different ethnic groups do not seem to differ greatly from one another in their awareness that the library is open on Saturday. However, curriculum groups differ more noticeably. For example, child care (69.4%) and technology (68.9%) students appear generally more aware than business career (56.7%) and nursing (50.0%) students.

No large differences are discovered between males and females in their awareness that the library is open on Saturdays. However, a larger proportion of black (59.3%) and hispanic males (57.7%) than white males (51.1%) seem aware of this fact. Noticeably more males in business administration (73.3%) and technology (64.4%) seem aware; moreover, proportionately more white (65.2%) than hispanic females (59.6%) seem aware that the library is open on Saturdays. Females in technology (75.6%) and child care (69.8%) seem generally more aware than females in business administration (56.8%) and nursing (50.0%).

Grouped according to matriculation status, students do not differ greatly from one another in their awareness that the library is open on Saturdays. On the other hand, a noticeably higher proportion of

(mostly) day (64.0%) than evening students (51.5%) appear aware of this fact (not shown in the Table). Moreover, increased awareness appears to be directly related to an increase in credits earned as well as length of time at B.C.C., that is, students who entered in 1975 or before appear generally more aware than those entering in 1976.

Table 20.1

Responses to Q.20, Awareness that the Library is Open on Saturday, Distributed Within Ethnic, Curriculum, Sex Groups and Within the Total Sample. (All figures except N represent percentages)

		MALES			FEMALES			MALES & FEMALES		
	Category	N	YES	NO	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	177	59.3	40.7	303	64.7	35.3	483	62.5	37.5
	Hispanic	123	57.7	42.3	178	59.6	40.0	301	58.8	41.2
	White	88	51.1	48.9	92	65.2	34.8	182	58.8	41.2
	Oriental	9	88.9	11.1	6	66.7	33.3	15	80.0	20.0
	Other	34	73.5	26.5	37	59.5	40.5	72	66.7	33.3
	Totals	431	58.9	41.1	616	63.0	37.0	1053	61.3	38.7
CURRICULUM GROUP	Child Care & Ed.	7	71.4	28.6	53	69.8	30.2	62	69.4	30.6
	Business Career	93	44.1	55.9	135	65.2	34.8	281	56.7	43.3
	Technology	59	64.4	35.6	41	75.6	24.4	103	68.9	31.1
	Nursing	5	40.0	60.0	76	50.0	50.0	82	50.0	50.0
	Engineering	40	57.5	42.5	12	66.7	33.3	52	59.6	40.4
	Business Admin.	45	73.3	26.7	37	56.8	43.2	84	65.5	34.5
	Lib Arts & Music	179	62.0	38.0	272	62.9	37.1	459	62.7	37.3
	Totals	428	59.1	40.9	626	62.9	37.1	1073	61.5	38.5

Receipt and Helpfulness of Classroom Instruction in Library Skills at B.C.C.

Question 21. Have you received classroom instruction in Library Skills at B.C.C.?

1) Yes 2) No

Question 22. If "Yes", to above question, was the instruction helpful?

1) Yes 2) Moderately 3) No

NOTE: For question #22, responses "1) Yes" and "2) Moderately", overlap. Clearly, a continuum was intended, such as "1) Yes, extremely 2) Yes, moderately 3) No, not at all." The responses are, therefore, interpreted with this continuum in mind.

Approximately 46% of responding students indicate they have received classroom instruction in library skills at B.C.C., whereas about 54% report they have not received it (Table 21.1). Of responding students who received instruction, approximately 61% report it was extremely helpful, 30% moderately helpful, and 8% not helpful. Noticeably more black (46.3%) and hispanic students (45.2%) than white students (38.9%) report having received instruction; however, a larger proportion of white (69.3%) than black (61.0%) or hispanic students (58.4%) indicate the instruction was extremely helpful.

It appears that more business career (57.0%) than nursing (39.0%) or engineering students (37.3%) received classroom instruction in library skills (Table 21.1). Of the students who received instruction, larger proportions of child care and education (71.9%), engineering (71.4%) and business administration (71.4%) students felt it was extremely helpful

than liberal arts (57.3%) or nursing students (51.4%).

Whereas, a higher percent of females than males report having received library skills instruction, a slightly higher proportion of males (approximately 10%) who received instruction than females (7%) indicate the instruction was not helpful (Tables 21.2 and 21.3). Similarly, a higher proportion of black (37.8%) and hispanic males (41.6%) than white males (30.7%) received instruction. However, generally higher percents of white males than black or hispanic who received instruction felt the instruction was extremely helpful (Table 21.2). Higher percents of males in technology (45.6%) than in engineering (32.5%) report having received instruction; however, noticeably higher proportions of males in business administration (70.6%) and engineering (68.8%) than in any other programs felt the instruction was extremely helpful.

Whereas, higher percents of black (51.3%) than hispanic (47.7%) or white females (47.8%) indicate they received instruction, a larger proportion of white (65.1%) than black (61.9%) or hispanic females (61.3%) found the instruction extremely helpful (Table 21.3). Higher percents of females in business careers (67.7%) than in nursing (40.8%) or liberal arts (42.7%) seem to have received instruction. Of those who received instruction, proportionately more females in technology (76.2%), child care and education (73.3%), and business administration (70.6%) feel it was extremely helpful.

Proportionately more matriculated (46.0%) than non-matriculated students (30.8%) received library skills instruction (not shown in the Table). However, of the students who received instruction, higher percents of non-matriculated than matriculated students found it either extremely helpful, or not helpful at all. A larger proportion of (mostly) day

(49.6%) than evening students (34.9%) appear to have received instruction. Moreover, it appears that the frequency of occurrence of library skills instruction among students increases with increased number of student credits and increased length of time a student is enrolled at B.C.C. This pattern is not true for the helpfulness of library skills instruction.

Table 21.1
Responses to Q.21 & Q.22. Receipt and Helpfulness of Classroom Instruction in Library Skills at B.C.C., Distributed Within Ethnic & Curriculum Groups and Within the Total Sample.
(All figures except N represent percentages.)

		MALES AND FEMALES						
		Received classroom instruction in Library Skills			If "Yes", was instruction helpful?			
	Category	N	YES	NO	N	YES	MODERATELY	NO
ETHNIC GROUP	Black	473	46.3	53.7	241	61.0	31.5	7.5
	Hispanic	299	45.2	54.8	149	58.4	31.5	10.1
	White	180	38.9	61.1	75	69.3	22.7	8.0
	Oriental	15	53.3	46.7	10	70.0	30.0	0.0
	Other	72	51.4	48.6	39	46.2	43.6	10.3
	Totals	1039	45.1	54.9	514	60.5	31.1	8.4
CURRICULUM GROUP	Child Care & Ed.	62	48.4	51.6	32	71.9	28.1	0.0
	Business Career	228	57.0	43.0	139	62.6	31.7	5.8
	Technology	101	46.5	53.5	47	70.2	23.4	6.4
	Nursing	82	39.0	61.0	35	51.4	37.1	11.4
	Engineering	51	37.3	62.7	21	71.4	19.0	9.5
	Business Admin.	84	44.0	56.0	35	71.4	25.7	2.9
	Liberal arts & Sci	453	42.2	57.8	218	57.3	31.7	11.0
	Totals	1061	45.8	54.2	527	61.9	30.2	8.0

Table 21.2
Responses to Q. 21 &22, Receipt and Helpfulness of Classroom Instruction in Library Skills at B.C.C., Distributed Within Ethnic and Curriculum Groups for Males. (All figures except N represent percentages.)

		MALES						
		Received classroom Instruction in Library Skills			If "Yes", was Instruction helpful?			
	Category	N	YES	NO	N	YES	MODERATELY	NO
ETHNIC GROUP	Black	172	37.8	62.2	80	58.8	31.3	10.0
	Hispanic	125	41.6	58.4	56	53.6	33.9	12.5
	White	88	30.7	69.3	32	75.0	12.5	12.5
	Oriental	9	44.4	55.6	5	60.0	40.0	0.0
	Other	34	41.2	58.8	15	66.7	26.7	6.7
	Totals	428	37.9	62.1	188	60.6	28.7	10.6
CURRICULUM GROUP	Child Care & Ed.	7	14.3	85.7	1	0.0	100.0	0.0
	Business Career	93	40.9	59.1	45	62.2	31.1	6.7
	Technology	57	45.6	54.4	26	65.4	26.9	7.7
	Nursing	5	20.0	80.0	1	0.0	100.0	0.0
	Engineering	40	32.5	67.5	16	68.8	18.8	12.5
	Business Admin.	45	37.8	62.2	17	70.6	29.4	0.0
	Lib. Arts & Science	178	41.0	59.0	87	58.6	27.6	13.8
	Totals	425	39.8	60.2	193	61.7	28.5	9.8

Table 21.3
Responses to Q.21 & 22, Receipt and Helpfulness of Classroom Instruction in Library Skills at B.C.C., Distributed Within Ethnic and Curriculum Groups for females.
(All figures except N represent percentages.)

		FEMALES						
		Received classroom Instruction in Library Skills			If "Yes", was Instruction helpful?			
	Category	N	YES	NO	N	YES	MODERATELY	NO
ETHNIC GROUP	Black	298	51.3	48.7	160	61.9	31.9	6.3
	Hispanic	174	47.7	52.3	93	61.3	30.1	8.6
	White	90	47.8	52.2	43	65.1	30.2	4.7
	Oriental	6	66.7	33.3	5	80.0	20.0	0.0
	Other	37	59.5	40.5	23	34.8	52.2	13.0
	Totals	605	50.4	49.6	324	60.5	32.4	7.1
CURRICULUM GROUP	Child Care & Ed.	53	52.8	47.2	30	73.3	26.7	0.0
	Business Career	133	67.7	32.3	91	61.5	33.0	5.5
	Technology	41	51.2	48.8	21	76.2	19.0	4.8
	Nursing	76	40.8	59.2	34	52.9	35.3	11.8
	Engineering	11	54.5	45.5	5	80.0	20.0	0.0
	Business Admin.	37	51.4	48.6	17	70.6	23.5	5.9
	Lib. Arts & Science	267	42.7	57.3	126	55.6	34.9	9.5
	Totals	618	50.0	50.0	324	61.1	31.8	7.1

Usage of The B.C.C. Library

Questions 23-26. Using the following ratings, indicate how often you use the B.C.C. Library.

1) Almost daily 2) Weekly 3) Only occasionally

4) Rarely or not at all

23. for printed materials (books, pamphlets, periodicals)
24. for audio-visual materials (films, slides, cassettes)
25. as a study area, using personal reading materials
26. for recreational reading

Of the four given uses of the B.C.C. Library, each use taken independently, it appears that the highest proportion of responding students use the library generally, that is,combining the first three options, either for printed materials (78%) or as a study area using personal reading materials (75%). Regarding the use of the library for audio visual materials and for recreational reading, each use considered independently of the other, approximately 58% of responding students use the library generally for the former, and 48% generally for the latter (Tables 23.1 and 23.2).

Whereas proportionately more black (79.8%) than white students (73.5%) use the library generally for printed materials, proportionately more hispanic (15.7%) and white (14.9%) than black students (10.3%) use the library almost daily for printed materials. A noticeably larger proportion of child care and education students (87.9%) than engineering students (70.6%) use the library generally for printed materials. Moreover, proportionately more business administration (18.5%) and technology

students (18.4%) than nursing (12.8%) and business career (12.3%) students use the library almost daily for printed materials.

A slightly higher proportion of females than males use the library generally for printed materials (Tables 23.3, 23.4, 23.5 and 23.6). Among male students, a higher proportion of black (76.5%) and hispanic (74.2%) than white (68.2%) use the library generally for printed materials, whereas proportionately more hispanic (19.2%) than black (10.2%) or white (11.4%) males use the library almost daily for printed materials (Table 23.3). A comparatively large proportion of males in engineering (20.5%) use the library almost daily for printed materials.

With the exception of the few Oriental females in the sample, females in the different ethnic groups do not differ greatly in their general use of the library for printed materials (Table 23.5). However, proportionately more white females (17.6%) than black (10.5%) or hispanic (12.7%) use the library almost daily for printed materials. A larger proportion of females in child care and education (85.7%) than in business administration (77.1%) use the library generally for printed materials, whereas proportionately more females in business administration (20.0%) than in any other program use the library almost daily for printed material.

Regarding the use of the library for audio-visual materials, proportionately more black (63.0%) than hispanic (57.1%) or white students (47.7%) use the library for this purpose; however, black, hispanic, and

white students evidence no large differences in their daily use of the library for audio-visual materials (Table 23.1). Proportionately more child care and education students (63.3%) than business administration students (53.3%) use the library generally, while more technology (20.8%) than business career (6.5%) students use it almost daily for audio-visual materials (Table 23.2).

As was true for printed materials, proportionately more females than males use the library generally for audio-visual materials (Tables 23.3, 23.4, 23.5 and 23.6). Whereas a higher proportion of black (57.9%) and hispanic males (55.2%) than white males (41.4%) use the library generally for audio-visual materials, proportionately more hispanic (12.1%) than black (5.9%) or white males (3.4%) use the library almost daily for this purpose (Table 23.3). Proportionately more males in technology than in any other program use the library both generally (55.8%) and almost daily (17.3%) for audio-visual materials (Table 23.4).

Regarding females, a larger proportion of black (66.0%) than hispanic (58.3%) or white females (54.2%) use the library generally for audio-visual materials, while proportionately more white (13.3%) than black (6.7%) or hispanic females (8.3%) use the library almost daily for this purpose (Table 23.5). A noticeably higher proportion of females in technology than in any other program uses the library both generally (67.6%) and almost daily (27.0%) for audio-visual materials, whereas proportionately few females in business administration (54.3%) or nursing (55.2%) use the library generally for this purpose (Table 23.6).

The general use of the library as a study area is close in frequency (75%) to its use for printed materials. Proportionately more

hispanic (79.2%) than black (73.2%) or white students (67.6%) use the library in general as well as almost daily as a study area (Table 23.1). A larger proportion of child care and education students (84.6%) than nursing students (62.5%) use the library generally, and proportionately more engineering (42.6%) than nursing students (20.8%) use it almost daily as a study area (Table 23.2).

Whereas males and females do not differ greatly in their general use of the library as a study area, a larger proportion of males (48%-49%) than females (approximately 42%) use the library weekly as well as almost daily as a study area (Tables 23.3, 23.4, 23.5 and 23.6).

Proportionately more hispanic (77.6%) than white males (71.3%) use the library in general as a study area. Moreover, a larger proportion of hispanic (30.2%) than white (18.4%) or black males (19.6%) use the library almost daily as a study area (Table 23.3). A high proportion of males in engineering (77.8%) and business careers (77.0%) use the library in general as a study area, while proportionately more males in engineering (44.4%) than in business careers (24.1%) or liberal arts (24.7%) use the library almost daily for this purpose (Table 23.4).

With regard to females, proportionately more hispanic than black or white students use the library both generally as well as almost daily as a study area (Table 23.5). Proportionately more females in child care and education (82.2%) than in business careers (70%) or nursing (59.1%) use the library generally as a study area, whereas proportionately more females in technology (36.8%) than in business administration (16.7%) or nursing (19.7%) use it almost daily as a study area (Table 23.6).

Compared to their use of the library for the other purposes, relatively few of the responding students (48%) indicate using the library generally for recreational reading. However, a larger proportion of black (9.9%) and hispanic (11.4%) than white students (4.7%) use the library almost daily for recreational reading (Table 23.1). Comparatively large proportions of technology and child care and education students use the library generally and almost daily for recreational reading (Table 23.2).

Males and females do not differ greatly in their general or more specific patterns of using the library for recreational reading. Whereas proportionately more black males (51.0%) than hispanic (43.5%) or white males (42.5%) use the library generally for recreational reading, proportionately more hispanic (10.4%) than white males (5.7%) use it almost daily for this purpose (Table 23.3).

Whereas proportionately more hispanic (55.8%) than black (42.6%) or white females (40.2%) use the library generally for recreational reading, a larger proportion of hispanic (12.2%) and black females (10.6%) than white females (3.7%) use it almost daily for this purpose (Table 23.5). A comparatively higher proportion of females in technology than in any other program use the library generally and almost daily for recreational reading (Table 23.6).

Proportionately more matriculated than non-matriculated students use the library generally as well as almost daily for printed material and as a study area (not shown in the Table). A slightly higher proportion of non-matriculated than matriculated students use the library both generally and almost daily for recreational reading, whereas no large differences between matriculation status groups are evident in the use of audio-visual materials.

A higher proportion of (mostly) day than evening students appears to use the library both generally and almost daily for printed and audio-visual materials, as a study area, and for recreational reading. With regard to the number of credits earned or the year of entry into B.C.C., no clear pattern is discovered in the usage of the library.

Table 23.1

Responses to Q.23-26, Usage of the BCC Library, Distributed Within Ethnic Groups and Within the Total Sample
(All figures except N represent percentages.)

MALES AND FEMALES						
ETHNIC GROUP	N	CATEGORY	ALMOST DAILY	WEEKLY	ONLY OCCASIONALLY	RARELY OR NOT AT ALL
BLACK	456	Printed Mat.	10.3	21.1	48.5	20.2
	422	Audio Visual Mater.	6.6	17.8	38.6	37.0
	426	Study Area	21.6	19.5	32.2	26.8
	414	Recreational Reading	9.9	11.6	24.4	54.1
HISPANIC	286	Printed Mat.	15.1	20.3	40.6	23.4
	273	Audio Visual Mat.	9.9	15.0	32.2	42.9
	274	Study Area	28.8	22.3	28.1	20.8
	272	Recreational Reading	11.4	10.7	28.7	49.3
WHITE	181	Printed Mat.	14.9	17.7	40.9	26.5
	172	Audio Visual Mat.	8.1	12.2	27.3	52.3
	170	Study Area	18.8	18.2	30.6	32.4
	171	Recreational Reading	4.7	14.0	23.4	57.9
ORIENTAL	16	Printed Mat.	25.0	12.5	43.8	18.8
	15	Audio Visual Mat.	26.7	6.7	26.7	40.0
	15	Study Area	46.7	26.7	13.3	13.3
	14	Recreational Reading	14.3	28.6	28.6	28.6
OTHER	69	Printed Mat.	18.8	20.3	44.9	15.9
	65	Audio Visual Mat.	15.4	7.7	35.4	41.5
	68	Study Area	41.2	17.6	14.7	26.5
	61	Recreational Reading	21.3	6.6	34.4	37.7
TOTALS	1008	Printed Mat.	13.5	20.0	44.5	21.9
	947	Audio Visual Mat.	8.8	15.1	34.3	41.8
	953	Study Area	25.0	20.0	29.2	25.8
	932	Recreational Reading	10.2	11.7	26.2	51.9

Table 23.2

Responses to Q.23-26, Usage of the BCC Library, Distributed Within Curriculum Groups. (All figures except N represent percentages.)

MALES AND FEMALES						
Curriculum	N	CATEGORY	ALMOST DAILY	WEEKLY	ONLY OCCASIONALLY	RARELY OR NOT AT ALL
Child Care & Ed.	58	Printed Mat.	13.8	17.2	56.9	12.1
	49	Audio-visual Mat.	10.2	12.2	40.8	36.7
	52	Study Area	26.9	21.2	36.5	15.4
	50	Recreational Reading	16.0	4.0	28.0	52.0
Business Careers	227	Printed Mat.	12.3	17.6	46.3	23.8
	217	Audio-visual Mat.	6.5	14.3	34.6	44.7
	219	Study Area	25.1	18.3	29.7	26.9
	211	Recreational Reading	5.7	12.3	28.9	53.1
Technology	98	Printed Mat.	18.4	20.4	40.8	20.4
	91	Audio-visual Mat.	20.9	20.9	19.8	38.5
	89	Study Area	32.6	20.2	24.7	22.5
	89	Recreational Reading	13.5	18.0	24.7	43.8
Nursing	78	Printed Mat.	12.8	16.7	50.0	20.5
	73	Audio-visual Mat.	12.3	11.0	32.9	43.8
	72	Study Area	20.8	18.1	23.6	37.5
	69	Recreational Reading	5.8	8.7	26.1	59.4
Engineering	51	Printed Mat.	17.6	19.6	33.3	29.4
	49	Audio-visual Mat.	10.2	16.3	28.6	44.9
	47	Study Area	42.6	17.0	19.1	21.3
	46	Recreational Reading	8.7	6.5	37.0	47.8
Business Admin.	81	Printed Mat.	18.5	17.3	39.5	24.7
	75	Audio-visual Mat.	8.0	13.3	32.0	46.7
	77	Study Area	22.1	29.9	23.4	24.7
	75	Recreational Reading	13.3	13.3	17.3	56.0
Lib. Arts & Music	438	Printed Mat.	13.7	22.4	42.7	21.2
	415	Audio-visual Mat.	7.2	14.7	36.6	41.4
	414	Study Area	23.7	19.1	33.3	23.9
	411	Recreational Reading	11.9	13.6	23.4	51.1
TOTALS	1031	Printed Mat.	14.4	19.9	43.9	21.8
	969	Audio-visual Mat.	9.1	14.8	33.7	42.4
	970	Study Area	25.6	19.8	29.7	24.9
	951	Recreational Reading	10.4	12.5	25.3	51.7

Table 23.3

Responses to Q.23-26, Usage of the BCC Library, Distributed Within Ethnic Groups, Controlling for Sex. (All figures except N represent percentages.)

MALES						
ETHNIC GROUP	N	CATEGORY	ALMOST DAILY	WEEKLY	ONLY OCCASIONALLY	RARELY OR NOT AT ALL
BLACK	166	Printed Mat.	10.2	26.5	39.8	23.5
	152	Audio-visual Mat.	5.9	18.4	33.6	42.1
	153	Study Area	19.6	24.2	31.4	24.8
	149	Recreational Reading	8.7	16.1	26.2	49.0
HISPANIC	120	Printed Mat.	19.2	21.7	33.3	25.8
	116	Audio Visual Mat.	12.1	14.7	28.4	44.8
	116	Study Area	30.2	25.9	21.6	22.4
	115	Recreational Reading	10.4	7.8	25.2	56.5
WHITE	88	Printed Mat.	11.4	15.9	40.9	31.8
	87	Audio Visual Mat.	3.4	10.3	27.6	58.6
	87	Study Area	18.4	18.4	34.5	28.7
	87	Recreational Reading	5.7	12.6	24.1	57.5
ORIENTAL	10	Printed Mat.	30.0	20.0	30.0	20.0
	9	Audio Visual Mat.	22.2	0.0	22.2	55.6
	9	Study Area	55.6	22.2	11.1	11.1
	8	Recreational Reading	25.0	37.5	12.5	25.0
OTHER	33	Printed Mat.	30.3	21.2	36.4	12.1
	32	Audio Visual Mat.	18.8	12.5	25.0	43.8
	33	Study Area	51.5	15.2	9.1	24.2
	30	Recreational Reading	26.7	3.3	33.3	36.7
TOTALS	417	Printed Mat.	15.1	22.3	37.6	24.9
	396	Audio Visual Mat.	8.6	14.6	29.8	47.0
	398	Study Area	25.9	22.6	26.9	24.6
	389	Recreational Reading	10.3	12.3	25.7	51.7

Table 23.4

Responses to Q.23-26, Usage of the RCC Library, Distributed Within Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

MALES

CURRICULUM	N	CATEGORY	ALMOST DAILY	WEEKLY	ONLY OCCASIONALLY	RARELY OR NOT AT ALL
Child Care & Ed.	7	Printed Mat.	0.0	0.0	100.0	0.0
	5	Audio Visual Mat.	0.0	0.0	60.0	40.0
	6	Study Area	16.7	50.0	33.3	0.0
	5	Recreational Reading	20.0	0.0	40.0	40.0
Business careers	92	Printed Mat.	16.3	17.4	38.0	28.3
	89	Audio Visual Mat.	10.1	14.6	22.5	52.8
	87	Study Area	24.1	24.1	28.7	23.0
	86	Recreational Reading	7.0	10.5	29.1	53.5
Technology	55	Printed Mat.	18.2	23.6	34.5	23.6
	52	Audio Visual Mat.	17.3	17.3	21.2	44.2
	49	Study Area	30.6	18.4	24.5	26.5
	48	Recreational Reading	10.4	18.8	22.9	47.9
Nursing	5	Printed Mat.	20.0	20.0	60.0	0.0
	5	Audio Visual Mat.	40.0	20.0	20.0	20.0
	5	Study Area	40.0	20.0	40.0	0.0
	5	Recreational Reading	20.0	0.0	40.0	40.0
Engineering	39	Printed Mat.	20.5	15.4	33.3	30.8
	37	Audio-Visual Mat.	8.1	16.2	27.0	48.6
	36	Study Area	44.4	13.9	19.4	22.2
	36	Recreational Reading	11.1	8.3	41.7	38.9
Business Admin.	44	Printed Mat.	18.2	15.9	40.9	25.0
	38	Audio-Visual Mat.	7.9	10.5	34.2	47.4
	39	Study Area	28.2	20.5	23.1	28.2
	38	Recreational Reading	13.2	13.2	13.2	60.5
Lib. Arts & Music	171	Printed Mat.	15.2	26.3	33.3	25.1
	166	Audio Visual Mat.	5.4	13.9	33.7	47.0
	170	Study Area	24.7	21.8	28.8	24.7
	166	Recreational Reading	11.4	15.1	22.9	50.6
TOTALS	413	Printed Mat.	16.5	21.3	36.8	25.4
	392	Audio Visual Mat.	8.9	14.3	29.1	47.7
	392	Study Area	27.6	21.3	36.8	25.4
	384	Recreational Reading	10.7	13.3	25.5	50.5

Table 23.5

Responses to Q.23-26, Usage of the BCC Library, Distributed Within Ethnic Groups, Controlling for Sex. (All figures except N represent percentages.)

FEMALES						
ETHNIC GROUP	N	CATEGORY	ALMOST DAILY	WEEKLY	ONLY OCCASIONALLY	RARELY OR NOT AT ALL
BLACK	287	Printed Mat	10.5	17.8	53.3	18.5
	268	Audio Visual Mat.	6.7	17.5	41.8	34.0
	271	Study Area	22.9	16.6	32.5	28.0
	263	Recreational Reading	10.6	8.4	23.6	57.4
HISPANIC	165	Printed Mat	12.7	19.4	46.1	21.8
	156	Audio Visual Mat.	8.3	14.7	35.3	41.7
	157	Study Area	27.4	19.7	33.1	19.7
	156	Recreational Reading	12.2	12.8	30.8	44.2
WHITE	91	Printed Mat	17.6	19.8	40.7	22.0
	83	Audio Visual Mat.	13.3	14.5	26.5	45.8
	81	Study Area	19.8	17.3	25.9	37.0
	82	Recreational Reading	3.7	15.9	20.7	59.8
ORIENTAL	6	Printed Mat	16.7	0.0	66.7	16.7
	6	Audio Visual Mat.	33.3	16.7	33.3	16.7
	6	Study Area	33.3	33.3	16.7	16.7
	6	Recreational Reading	0.0	16.7	50.0	33.3
OTHER	35	Printed Mat	8.6	20.0	51.4	20.0
	32	Audio Visual Mat	12.5	3.1	43.8	40.6
	34	Study Area	32.4	20.6	17.6	29.4
	30	Recreational Reading	16.7	10.0	33.3	40.0
TOTALS	584	Printed Mat	12.2	18.5	49.3	20.0
	545	Audio Visual Mat.	8.8	15.4	37.6	38.2
	549	Study Area	24.4	18.0	30.6	27.0
	537	Recreational Reading	10.2	11.0	26.1	52.7

Table 23.6

Responses to Q.23-26, Usage of the RCC Library, Distributed Within Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

FEMALES						
CURRICULUM	N	CATEGORY	ALMOST DAILY	SEEKLY	ONLY OCCASIONALLY	RARELY OR NOT AT ALL
Child Care & Ed.	49	Printed Mat.	14.3	20.4	51.0	14.3
	43	Audio-visual Mat.	9.3	14.0	39.5	37.2
	45	Study Area	26.7	17.8	37.8	17.8
	44	Recreational Reading	13.6	4.5	27.3	54.5
Business Careers	132	Printed Mat.	9.1	17.4	52.3	21.2
	125	Audio-visual Mat.	3.2	13.6	44.0	39.2
	130	Study Area	26.2	13.1	30.8	30.0
	123	Recreational Reading	4.9	13.8	29.3	52.0
Technology	40	Printed Mat.	17.5	15.0	50.0	17.5
	37	Audio-visual Mat.	27.0	24.3	16.2	32.4
	38	Study Area	36.8	21.1	23.7	18.4
	39	Recreational Reading	17.9	12.8	28.2	41.0
Nursing	72	Printed Mat.	11.1	16.7	50.0	22.2
	67	Audio-visual Mat.	10.4	10.4	34.3	44.8
	66	Study Area	19.7	16.7	22.7	40.9
	63	Recreational Mat.	4.8	9.5	23.8	61.9
Engineering	12	Printed Mat.	8.3	33.3	33.3	25.0
	12	Audio-visual Mat.	16.7	16.7	33.3	33.3
	11	Study Area	36.4	27.3	18.2	18.2
	10	Recreational Reading	0.0	0.0	20.0	80.0
Business Admin.	35	Printed Mat.	20.0	17.1	40.0	22.9
	35	Audio-visual Mat.	8.6	14.3	31.4	45.7
	36	Study Area	16.7	38.9	25.0	19.4
	35	Recreational Reading	14.3	11.4	22.9	51.4
Lib. Arts & Music	257	Printed Mat.	12.1	19.8	49.0	19.1
	240	Audio-visual Mat.	7.9	15.4	38.8	37.9
	235	Study Area	23.0	16.6	36.6	23.8
	236	Recreational Reading	11.9	11.9	24.2	52.1
TOTALS	597	Printed Mat.	12.2	18.8	49.2	19.8
	559	Audio-visual Mat.	8.8	14.8	37.4	39.0
	561	Study Area	24.4	17.8	31.7	26.0
	550	Recreational Reading	10.0	11.3	25.6	53.1

The Checking of ID Cards for Security

Question 27. Is the checking of ID cards at the entrance to the campus important for security?

1) Yes 2) No 3) Not sure

Question 28. As it is being carried out now, is the checking process working?

1) Yes 2) No 3) Not sure

Approximately 61% of the responding students indicate that the checking of ID cards at the entrance to the campus is important for security, whereas approximately 20% seem to feel it is not important, and approximately 19% seem unsure. About one half (30%) of the proportion of students who feel that the checking of IDs is important also seem to feel that the checking process at B.C.C. is working, while approximately 27% feel it is not working and about 43% seem unsure.

Proportionately more hispanic (63.6%) and white (66.9%) than black students (58.1%) seem to feel that the checking of IDs is important for security (Table 27.1). However, a slightly higher proportion of hispanic (32.7%) than white students (28.8%) feel the checking process at B.C.C. is working. A larger proportion of business administration (68.7%) and technology students (67.7%) than engineering students (46.2%) feel the checking process is important, whereas proportionately more nursing (35.8%) than engineering (24.0%) or child care students (25.8%) indicate the current process at B.C.C. is working.

Male and female students do not appear to differ greatly either

in their attitudes toward the checking of IDs for security or in their evaluations of the current process at B.C.C. Proportionately more hispanic (70.8%) than white (65.1%) or black males (55.6%) view the checking process as important for security, and proportionately more hispanic (34.1%) than white males (29.5%) feel the process is working at B.C.C. (Table 27.2). Proportionately more males in technology (75.4%) and business administration (65.9%) than in engineering (45.0%) indicate that the checking process is important, whereas proportionately more technology (36.2%) than engineering (26.3%) or business career males (28.7%) feel the current process at B.C.C. is working.

Regarding females, proportionately more white (67.8%) than black (59.9%) or hispanic females (58.5%) report that the checking of IDs is important for security (Table 27.3). Moreover, black, white and hispanic females seem to differ little in their evaluations of the effectiveness of the checking process at B.C.C. A larger proportion of females in business administration (73.0%) and child care and education (70.2%) than technology (55.0%) or liberal arts and music (59.9%) indicate that the checking of IDs is important for security. However, proportionately more females in nursing (36.0%), than in business administration (26.3%) or technology (26.8%) seem to feel the checking process at B.C.C. is working.

A larger proportion of non-matriculated (70.3%) than matriculated students (60.4%) seem to feel that the checking process is important for security. Similarly, proportionately more non-matriculated (37.5%) than matriculated students (29.5%) report that the process is working at B.C.C. (not shown on Table). Proportionately more evening students

than (mostly) day students report that the checking process is important, and that this process is working at B.C.C. The percentages are 74.2% and 35.7% for evening students, and 55.2% and 27.5% for (mostly) day students respectively.

It appears that the importance to students of the ID checking process decreases with the length of time a student spends at B.C.C. This pattern does not hold for students' evaluations of the checking process at B.C.C. Regarding the number of course credits earned, no patterns are discovered either in student attitudes toward the checking of IDs for security or in the evaluations of this process at B.C.C.

Table 27.1

Responses to Q.27, 28, The Checking of ID Cards for Security Distributed Within Ethnic and Curriculum Groups, and Within the Total Sample. (All figures except N represent percentages.)

MALES AND FEMALES

	Category	IS CHECKING ID CARDS IMPORTANT FOR SECURITY? N	NO	NOT SURE	YES	IS THE CHECKING PROCESS WORKING? N	NO	NOT SURE	YES
ETHNIC GROUP	Black	453	23.0	19.0	58.1	465	26.5	43.2	30.3
	Hispanic	291	17.2	19.2	63.6	300	26.7	40.7	32.7
	White	175	17.7	15.4	66.9	177	28.2	42.9	28.8
	Oriental	16	18.8	31.3	50.0	16	12.5	62.5	25.0
	Other	69	17.4	17.4	65.2	73	27.4	45.2	27.4
	Totals	1004	19.9	18.5	61.6	1031	26.7	42.9	30.5
CURRICULUM GROUP	Child Care & Ed.	56	10.7	25.0	64.3	62	29.0	45.2	25.8
	Business Career	223	20.6	21.5	57.8	227	28.6	40.5	30.8
	Technology	99	21.2	11.1	67.7	102	28.4	39.2	32.4
	Nursing	78	17.9	15.4	66.7	31	30.9	33.3	35.8
	Engineering	52	32.7	21.2	46.2	50	26.0	50.0	24.0
	Business Admin.	83	14.5	16.9	68.7	83	26.5	42.2	31.3
	Lib. Arts & Music	438	21.7	18.7	59.6	447	26.8	43.8	29.3
	Totals	1029	20.5	18.7	60.8	1052	27.8	42.1	30.1

Table 27.2

Responses to Q.27, 28, The Checking of ID Cards for Security Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

MALES

	Category	IS CHECKING ID CARDS IMPORTANT FOR SECURITY? N	NO	NOT SURE	YES	IS THE CHECKING PROCESS WORKING? N	NO	NOT SURE	YES
ETHNIC GROUP	Black	169	26.6	17.8	55.6	168	29.2	39.9	31.0
	Hispanic	120	14.2	15.0	70.8	123	22.8	43.1	34.1
	White	86	16.3	18.6	65.1	88	27.3	43.2	29.5
	Oriental	10	10.0	50.0	40.0	10	20.0	70.0	10.0
	Other	34	20.6	20.6	58.8	35	28.6	40.0	31.4
	Totals	419	20.0	18.1	61.8	424	26.7	42.2	31.1
CURRICULUM GROUP	Child Care & Ed	7	28.6	28.6	42.9	6	50.0	33.3	16.7
	Business Career	93	21.5	20.4	58.1	94	27.7	43.6	28.7
	Technology	57	19.3	5.3	75.4	58	29.3	34.5	36.2
	Nursing	5	0.0	40.0	60.0	5	20.0	40.0	40.0
	Engineering	40	32.5	22.5	45.0	38	26.3	47.4	26.3
	Business Admin.	44	15.9	18.2	65.9	43	25.6	39.5	34.9
	Lib. Arts & Music	172	20.9	19.8	59.3	177	28.2	41.2	30.5
	Totals	418	21.3	18.4	60.3	421	28.0	41.1	30.9

Table 27.3

Responses to Q. 27, 28, The Checking of ID Cards for Security Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

FEMALES

	Category	IS CHECKING ID CARDS IMPORTANT FOR SECURITY? N	NO	NOT SURE	YES	IS THE CHECKING PROCESS WORKING? N	NO	NOT SURE	YES
ETHNIC GROUP	Black	282	20.2	19.9	59.9	294	24.5	45.2	30.3
	Hispanic	171	19.3	22.2	58.5	176	29.5	39.2	31.3
	White	87	19.5	12.6	67.8	87	29.9	41.4	28.7
	Oriental	6	33.3	0.0	66.7	6	0.0	50.0	50.0
	Other	34	11.8	14.7	13.5	37	24.3	51.4	24.3
	Totals	580	19.5	19.0	61.6	600	26.5	43.3	30.2
CURRICULUM GROUP	Child Care & Ed.	47	6.4	23.4	70.2	54	25.9	46.3	27.8
	Business Career	128	20.3	21.1	58.6	130	30.0	36.9	33.1
	Technology	40	25.0	20.0	55.0	41	26.8	46.3	26.8
	Nursing	72	19.4	13.9	66.7	75	32.0	32.0	36.0
	Engineering	12	33.3	16.7	50.0	12	25.0	58.3	16.7
	Business Admin.	37	13.5	13.5	73.0	38	26.3	47.4	26.3
	Lib Arts & Music	257	21.8	18.3	59.9	260	25.4	46.2	28.5
	Totals	593	19.9	18.5	61.6	610	27.4	42.8	29.8

Number of Dependent Children and Need for Day-Care or After School Centers

Question 29. Do you have any dependent Children?

1) Yes 2) No

Question 30. Do you have a need to place any of your children in a Day-Care or After School Center?

1) Yes 2) No

Approximately 41% of the responding students indicate having dependent children, whereas approximately 59% do not. Of those who have dependent children, close to 22% appear to need day-care or after-school center care for their children, whereas about 78% do not need this service (Table 29.1). Proportionately more black (50.4%) than hispanic (33.8%) or white students (30.0%) indicate having dependent children. However, a larger proportion of black (29.9%) than hispanic students (20.2%), and proportionately more hispanic than white students (6.8%) seem to need day-care or after-school care for their children. A larger proportion of child care and education (60.7%) and business administration students (56.5%) than engineering (25.0%) or business career students (31.7%) report having dependent children. However, proportionately more nursing (25.0%) or business career students (17.5%) seem to need day-care or an after-school center for their children.

Whereas males and females do not differ greatly in the proportion having dependent children (40-41%), as might be expected, a slightly

higher proportion of females (24%) than males (19%) appear to need day-care or an after-school center (Tables 29.2 and 29.3). It appears that proportionately more black males (52.0%) than hispanic (38.4%) or white males (27.3%) have dependent children. A higher proportion of black (29.2%) than hispanic males (19.0%), and proportionately more hispanic than white males (2.6%) report needing day-care or an after-school center. Proportionately more business administration than engineering students report having dependent children (61.4% and 24.4% respectively), and indicate needing day-care or after-school services for their children (28.6% and 12.1%, respectively).

With regard to females, proportionately more black (49.7%) than hispanic (30.6%) or white females (33.3%) report having dependent children (Table 29.3). However, a larger proportion of black (30.6%) than hispanic females (20.4%), and proportionately more hispanic than white females (11.4%) seem to need day-care or an after-school center. Proportionately more females in child care and education (59.6%) and business administration (51.3%) than in business careers (29.3%) indicate having dependent children, whereas a larger proportion of females in technology (29.4%) than in business careers (20.0%) or business administration (21.9%) seem to need care facilities.

A slightly higher proportion of non-matriculated (44.1%) than matriculated students (40.5%) seem to have dependent children (not shown in Table). It also appears that a noticeably higher proportion of evening (56.5%) than (mostly) day students (36.0%) have dependent children. However, no pattern is discovered between either matriculation status or time of attending classes and the need for day-care or an after school center.

Table 29.1

Responses to Q.29, 30, Frequency of Dependent Children, and Need for Daycare or After-school Centers, Distributed Within Ethnic and Curriculum Groups. (All figures except N represent percentages.)

MALES AND FEMALES

	CATEGORY	Have dependent children? N	YES	NO	Need day-care or after school center? N	YES	NO
ETHNIC GROUP	Black	478	50.4	49.6	402	29.9	70.1
	Hispanic	299	33.8	66.2	253	20.2	79.8
	White	180	30.0	70.0	147	6.8	93.2
	Oriental	15	13.3	86.7	11	0.0	100.0
	Other	72	33.3	66.7	58	17.2	82.8
	Totals	1044	40.4	59.6	871	21.9	78.1
CURRICULUM GROUP	Child Care & Ed.	61	60.7	39.3	53	24.5	75.5
	Business Career	230	31.7	68.3	194	17.5	82.5
	Techno-logy	101	40.6	59.4	85	24.7	75.3
	Nursing	81	44.4	55.6	72	25.0	75.0
	Engineer-ing	52	25.0	75.0	44	13.6	86.4
	Business Admin.	85	56.5	43.5	69	24.6	75.4
	Lib. Arts & Music	460	41.1	58.9	379	22.7	77.3
	Totals	1070	40.8	59.2	896	21.8	78.2

Table 29.2

Responses to Q.29, 30, Frequency of Dependent Children and Need for Daycare or After-school Centers, Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

MALES

	CATEGORY	Have dependent children? N	YES	NO	Need day-care or after school center? N	YES	NO
ETHNIC GROUP	Black	175	52.0	48.0	144	29.2	70.8
	Hispanic	125	38.4	61.6	105	19.0	81.0
	White	88	27.3	72.7	76	2.6	97.4
	Oriental	9	22.2	77.8	6	0.0	100.0
	Other	35	31.4	68.6	27	18.5	81.5
	Totals	432	40.7	59.3	358	19.3	80.7
CURRICULUM GROUP	Child Care & Ed.	7	57.1	42.9	6	16.7	83.3
	Business Career	94	36.2	63.8	82	14.6	85.4
	Technology	58	46.6	53.4	49	22.4	77.6
	Nursing	4	75.0	25.0	5	40.0	60.0
	Engineering	41	24.4	75.6	33	12.1	87.9
	Business Admin.	44	61.4	38.6	35	28.6	71.4
	Lib. Arts & Music	181	39.8	60.2	146	18.5	81.5
	Totals	429	41.3	58.7	356	18.8	81.2

Table 29.3

Responses to Q.29, 30, Frequency of Dependent Children, and Need for Daycare or After-school Centers, Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

FEMALES

	CATEGORY	Have dependent children? N	YES	NO	Need day-care or after school center? N	YES	NO
ETHNIC GROUP	Black	300	49.7	50.3	255	30.6	69.4
	Hispanic	173	30.6	69.4	147	20.4	79.6
	White	90	33.3	66.7	70	11.4	88.6
	Oriental	6	0.0	100.0	5	0.0	100.0
	Other	36	36.1	63.9	31	16.1	83.9
	Totals	605	40.5	59.5	508	23.8	76.2
CURRICULUM GROUP	Child Care &Ed.	52	59.6	40.4	46	23.9	76.1
	Business Career	133	29.3	70.7	110	20.0	80.0
	Technology	40	32.5	67.5	34	29.4	70.6
	Nursing	76	43.4	56.6	67	23.9	76.1
	Engineering	11	27.3	72.7	11	18.2	81.8
	Business Admin.	39	51.3	48.7	32	21.9	78.1
	Lib Arts & Music	269	41.3	58.7	224	25.0	75.0
	Totals	620	40.3	59.7	524	23.7	76.3

Availability of Assigned Books at the Campus Book-Store and Use of Assigned Books

Question 31. Have you ever found that an assigned book was not available at the campus book-store?

1) Yes 2) No

Question 32. Have you ever found that an assigned book was never or rarely used for reading or in class discussion?

Approximately 64% of responding students report finding that an assigned book was unavailable at the campus book-store, whereas approximately 36% seem not to have had this experience (Table 31.1). A similar proportion of responding students (61%) indicate that an assigned book was never or rarely used for reading or in class discussion, whereas 39% seem not to have experienced this.

Whereas proportionately more black (66.9%) and hispanic (65.2%) than white students (57.4%) report having found an assigned book unavailable in the campus book-store, no great differences among ethnic groups are discernible in their reported use or lack of use of assigned books. Proportionately more child care and education students (69.8%) than technology students (53.9%) appear to have found an assigned book unavailable in the campus book-store, whereas proportionately more business career students (66.7%) than technology students (56.1%) seem to have found an assigned book never or rarely used for reading or classroom discussion.

Males and females appear not to differ greatly either in finding

an assigned book unavailable at the bookstore or in finding an assigned book never or rarely used for reading or classroom discussion (Tables 31.2 and 31.3). Whereas a slightly larger proportion of black (66.9%) than white males (63.6%) indicate having found assigned books unavailable at the bookstore, proportionately more white (62.5%) than black (57.2%) or hispanic males (54.0%) seem to have found assigned books never or rarely used for reading or classroom discussion. Proportionately more business administration than technology males indicate finding an assigned book unavailable at the book-store (68.2% and 55.2%, respectively), and finding an assigned book never or rarely used for reading or classroom discussion (66.7% and 53.6% respectively).

A larger proportion of black (67.3%) and hispanic females (67.8%) than white females (52.7%) seem to have found an assigned book unavailable in the book store (Table 31.3). However, proportionately more hispanic (67.3%) than black (60.5%) or white females (59.8%) seem to have found an assigned book never or rarely used. Proportionately more females in child care and education (68.5%) and business careers (67.2%) than technology (51.2%) report having found an assigned book unavailable in the bookstore, whereas proportionately more females in business careers (70.9%) than business administration (55.3%) or nursing (57.9%) report having found an assigned book unused for reading or class discussion.

A larger proportion of matriculated than non-matriculated students report finding both an assigned book unavailable in the book-store (64% and 60.9%, respectively), and unused for reading or classroom discussion (61.4% and 56.1%, respectively). Proportionately more (mostly) day (64.1%) than evening students (52.4%) seem to have found an assigned book never or rarely used for reading or classroom discussion.

Table 31.1

Responses to Q. 31, 32, Availability of Assigned Books at the Campus Book-Store, and Use of Assigned Books, Distributed Within Ethnic, and Curriculum Groups. (All figures except N represent percentages.)

MALES AND FEMALES

	CATEGORY	Assigned Book not available at book-store? N	YES	NO	Assigned book never or rarely used for reading? N	YES	NO
ETHNIC GROUP	Black	481	66.9	33.1	477	58.9	41.1
	Hispanic	299	65.2	34.8	296	61.5	38.5
	White	183	57.4	42.6	177	61.0	39.0
	Oriental	16	31.3	68.8	15	60.0	40.0
	Other	73	64.4	35.6	71	71.8	28.2
	Totals	1052	64.1	35.9	1036	60.9	39.1
CURRICULUM GROUP	Child Care & Ed	63	69.8	30.2	60	65.0	35.0
	Business Career	232	62.5	37.5	231	66.7	33.3
	Techno-logy	102	53.9	46.1	98	56.1	43.9
	Nursing	81	61.7	38.3	82	58.5	41.5
	Engineer-ing	53	56.6	43.4	53	56.6	43.4
	Business Sdmin.	85	61.2	38.8	82	62.2	37.8
	Lib. Arts & Music	459	66.9	33.1	454	59.9	40.1
	Totals	1075	63.5	36.5	1060	61.2	38.8

Table 31.2

Responses to Q.31, 32, Availability of Assigned Books at the Campus Book-Store, and Use of Assigned Books, Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

MALES

	CATEGORY	Assigned book not available at book-store? N	YES	NO	Assigned book never or rarely used for reading? N	YES	NO
ETHNIC GROUP	Black	175	66.9	33.1	173	57.2	42.8
	Hispanic	124	61.3	38.7	124	54.0	46.0
	White	88	63.6	36.4	88	62.5	37.5
	Oriental	10	20.0	80.0	9	66.7	33.3
	Other	35	65.7	34.3	35	74.3	25.7
	Totals	432	63.4	36.6	429	59.0	41.0
CURRICULUM GROUP	Child Care & Ed.	7	100.0	0.0	7	71.4	28.6
	Business Career	95	57.9	42.1	94	60.6	39.4
	Technology	58	55.2	44.8	56	53.6	46.4
	Nursing	5	80.0	20.0	5	80.0	20.0
	Engineering	41	61.0	39.0	41	61.0	39.0
	Business Admin.	44	68.2	31.8	42	66.7	33.3
	Lib. Arts & Music	179	67.0	33.0	180	56.7	43.3
	Totals	429	63.6	36.4	425	59.1	40.9

Table 31.3

Responses to Q. 31, 32, Availability of Assigned Books at the Campus Book-Store, and Use of Assigned Books, Distributed Within Ethnic, and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

FEMALES

	CATEGORY	Assigned book not available at book-store? N	YES	NO	Assigned book never or rarely used for reading? N	YES	NO
ETHNIC GROUP	Black	303	67.3	32.7	301	60.5	39.5
	Hispanic	174	67.8	32.2	171	67.3	32.7
	White	93	52.7	47.3	87	59.8	40.2
	Oriental	6	50.0	50.0	6	50.0	50.0
	Other	37	62.2	37.8	35	71.4	28.6
	Totals	613	64.8	35.2	600	62.8	37.2
CURRICULUM GROUP	Child Care & Ed.	54	68.5	31.5	52	65.4	34.6
	Business Career	134	67.2	32.8	134	70.9	29.1
	Technology	41	51.2	48.8	39	61.5	38.5
	Nursing	75	61.3	38.7	76	57.9	42.1
	Engineering	12	41.7	58.3	12	41.7	58.3
	Business Admin.	39	56.4	43.6	38	55.3	44.7
	Lib. Arts & Music	270	66.7	33.3	264	62.5	37.5
	Totals	625	64.2	35.8	615	63.1	36.9

The Completion of Required Remedial Courses and Number of Semesters Required for Completion

Question 33. If you have had to take one or more remedial or pre-college level courses, have you now passed all those required of you?

1) Yes 2) No

Question 34. If "Yes", how many semesters did it take for you to pass all of the remedial courses required of you?

Of the students in the sample, approximately 52% appear to have passed all remedial or pre-college courses, and approximately 48% have not (Table 33.1). Approximately 52% of the responding students who have completed remedial courses required one semester, 33% required two, 10-11% required three, 3% required four, and 1% or less required more than four semesters to pass all of the remedial courses required of them.

A larger proportion of white (57.9%) than black (50.0%) or hispanic students (51.7%) indicate having passed all required pre-college level courses. Whereas proportionately more white (62.7%) than black (51.0%) or hsipanic students (45.3%) required one semester to pass all necessary remedial courses, proportionately more hispanic (35.9%) than black (31.4%) or white students (28.0%) required two semesters.

It appears that a larger proportion of engineering (68.2%) and nursing students (64.8%) than liberal arts and music students (46.1%) have passed all required remedial courses. Moreover, proportionately more business career (62.5%) than business administration (44.4%) or

engineering students (44.4%) required but one semester to complete all remedial work, whereas proportionately more technology (43.2%) than engineering students (25.9%) required two semesters.

It appears that males (approximately 50%) do not differ greatly from females (approximately 53%) either in the proportion who have passed all required remedial courses or in the number of semesters required to pass the courses (Tables 33.2 and 33.3). A larger proportion of white males (59.4%) than hispanic (52.7%), and proportionately more hispanic (52.7%) than black males (42.4%) indicate having completed all required remedial courses (Table 33.2). Proportionately more white (65.0%) than black males (53.1%) required one semester; proportionately more black than hispanic males (42.6%) required one semester; and proportionately more hispanic (40.7%) than white (27.5%) or black males (23.4%) completed the required remedial work in two semesters.

Whereas a larger proportion of engineering (69.7%) and business administration (56.1%) than liberal arts and music (46.2%) or business career students (49.4%) seem to have completed all required remedial courses, proportionately more business career (75.0%) than engineering students (40.0%) required one semester to complete the work. Proportionately more technology (41.7%) than business career students (17.5%) required two semesters to complete remedial courses.

As regards females, a larger proportion of white (55.7%) and black females (54.4%) than hispanic (50.6%) appear to have completed all required remedial work (Table 33.3) Proportionately more white (61.8%) than black (50.7%) or hispanic females (47.8%) required one semester, and proportionately more black (34.8%) than white females (29.4%) required two semesters to complete all remedial courses.

It appears that a larger proportion of females in nursing (66.7%) and technology (60.5%) than in liberal arts and music (45.6%) or business administration (50.0%) have completed all required remedial courses. Proportionately more females in business careers (55.6%) and liberal arts and music (55.4%) than business administration (33.3%) required one semester, and proportionately more females in technology (45.0%) than in liberal arts (30.4%) required two semesters to complete all remedial courses.

It appears that a larger proportion of (mostly) day (55.2%) than evening students (48.3%) have completed all required remedial courses (not shown in the Table). Whereas proportionately more (mostly) day (53.8%) than evening students (47.9%) took one semester to complete the courses, proportionately more evening (37.2%) than day students (31.5%) completed all remedial courses in two semesters. Moreover, it appears that the likelihood of a student's passing all required remedial courses increases with both increased course credits and with length of time at B.C.C. No pattern is evident, however, between the number of semesters required to pass all remedial courses and either the number of course credits earned or the length of time a student has been enrolled at B.C.C. No pattern is evident between matriculation status and a student's completion of all required remedial courses or the number of semesters required for their completion.

Responses to Q.33, 34, The Completion of Required Remedial Courses and the Number of Semesters Required for Completion, Distributed Within Ethnic and Curriculum Groups. (All figures except N represent percentages.)

		MALES AND FEMALES										
		PASSED ALL REMEDIAL COURSES REQUIRED?			NO. OF SEMESTERS REQUIRED TO PASS ALL REMEDIAL COURSES							
	Category	N	YES	NO	N	1	2	3	4	5	6	7
ETHNIC GROUP	Black	420	50.0	50.0	204	51.0	31.4	14.7	2.5	0.5	0.0	
	Hispanic	271	51.7	48.3	128	45.3	35.9	12.5	3.9	1.6	0.8	
	White	126	57.9	42.1	75	62.7	28.0	5.3	1.3	1.3	1.3	
	Oriental	13	23.1	76.9	5	40.0	40.0	20.0	0.0	0.0	0.0	
	Other	61	54.1	45.9	34	55.9	32.4	0.0	11.8	0.0	0.0	
	Totals	891	51.5	48.5	446	51.6	32.3	11.4	3.4	0.9	0.4	
CURRICULUM GROUP	Child Care & Ed.	54	50.0	50.0	26	46.2	34.6	15.4	3.8	0.0	0.0	
	Business Career	199	53.8	46.2	104	62.5	26.9	8.7	0.0	1.0	1.0	
	Technology	88	54.5	45.5	44	45.5	43.2	11.4	0.0	0.0	0.0	
	Nursing	71	64.8	35.2	45	53.3	35.6	6.7	4.4	0.0	0.0	
	Engineering	44	68.2	31.8	27	44.4	25.9	11.1	11.1	3.7	3.7	
	Business Admin.	71	53.5	46.5	36	44.4	30.6	19.4	2.8	2.8	0.0	
	Lib. Arts & Music	382	46.1	53.9	171	52.0	33.9	8.8	4.1	1.2	0.0	
	Totals	909	51.9	48.1	453	52.5	32.7	10.2	3.1	1.1	0.4	

Table 33.2

Responses to Q.33, 34. The Completion of Required Remedial Courses and the number of Semesters Required for Completion, , Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

		MALES										
		PASSED ALL REMEDIAL COURSES REQUIRED?			NO. OF SEMESTERS REQUIRED TO PASS ALL REMEDIAL COURSES							
	Category	N	YES	NO	N	1	2	3	4	5	6	7
ETHNIC GROUP	Black	158	42.4	57.6	64	53.1	23.4	20.3	3.1	0.0		
	Hispanic	110	52.7	47.3	59	42.6	40.7	10.2	3.4	3.4		
	White	64	59.4	40.6	40	65.0	27.5	5.0	0.0	2.5		
	Oriental	9	22.2	77.8	3	33.3	66.7	0.0	0.0	0.0		
	Other	32	56.3	43.8	18	55.6	33.3	0.0	11.1	0.0	NO DATA	NO DATA
	Totals	373	49.1	50.9	184	52.2	31.5	11.4	3.3	1.6		
CURRICULUM GROUP	Child Care & Ed.	5	20.0	80.0	1	0.0	100.0	0.0	0.0	0.0		
	Business Career	79	49.4	50.6	40	75.0	17.5	5.0	0.0	2.5		
	Techno-logy	48	52.1	47.9	24	45.8	41.7	12.5	0.0	0.0		
	Nursing	5	40.0	60.0	2	100.0	0.0	0.0	0.0	0.0		
	Engineer-ing	33	69.7	30.3	20	40.0	25.0	15.0	15.0	5.0		
	Business Admin.	41	56.1	43.9	24	50.0	25.0	16.7	4.2	4.2		
	Lib. Arts & Music	158	46.2	53.8	76	48.7	38.2	10.5	2.6	0.0		
	Totals	369	50.4	49.6	187	53.5	31.0	10.7	3.2	1.6		

Responses to Q.33, 34, The Completion of Required Remedial Courses and the Number of Semesters Required for Completion, Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

		FEMALES										
		PASSED ALL REMEDIAL COURSES REQUIRED?			NO. OF SEMESTERS REQUIRED TO PASS ALL REMEDIAL COURSES							
	Category	N	YES	NO	N	1	2	3	4	5	6	7
ETHNIC GROUP	Black	259	54.4	45.6	138	50.7	34.8	11.6	2.2	0.7	0.0	
	Hispanic	160	50.6	49.4	69	47.8	31.9	14.5	4.3	0.0	1.4	
	White	61	55.7	44.3	34	61.8	29.4	2.9	2.9	0.0	2.9	
	Oriental	4	25.0	75.0	2	50.0	0.0	50.0	0.0	0.0	0.0	
	Other	28	53.6	46.4	15	53.3	33.3	0.0	13.3	0.0	0.0	NO
	Totals	512	53.1	46.9	258	51.6	32.9	10.9	3.5	0.4	0.8	DATA
CURRICULUM GROUP	Child Care & Ed.	47	53.2	46.8	24	45.8	33.3	16.7	4.2	0.0	0.0	
	Business Career	118	55.9	44.1	63	55.6	31.7	11.1	0.0	0.0	1.6	
	Technology	38	60.5	39.5	20	45.0	45.0	10.0	0.0	0.0	0.0	
	Nursing	66	66.7	33.3	43	51.2	37.2	7.0	4.7	0.0	0.0	
	Engineering	11	63.6	36.4	7	57.1	28.6	0.0	0.0	0.0	14.3	
	Business Admin.	28	50.0	50.0	12	33.3	41.7	25.0	0.0	0.0	0.0	
	Lib. Arts & Music	217	45.6	54.4	92	55.4	30.4	6.5	5.4	2.2	0.0	
	Totals	525	53.0	47.0	261	52.1	33.7	9.6	3.1	0.8	0.8	

Need for A Skills Center Before Enrolling at B.C.C.

Question 35. If you are a student who has been required to take one or more remedial or pre-college level courses at B.C.C., do you think that it may have been better for you to have attended a Skills Center before coming to B.C.C.?

1) Yes 2) No

Of the responding students, approximately 38%, who have been required to take one or more remedial or pre-college level courses at B.C.C., seem to feel it might have been better for them to have attended a Skills Center before coming to B.C.C., whereas approximately 62% do not feel so (Table 35). Proportionately more hispanic (42.8%) than black (36.0%) or white students (34.5%) indicate a need for a Skills Center before enrolling at B.C.C. A larger proportion of child care and education (43.1%) and business administration (42.0%) than technology students (33.3%) express the need for a Skills Center.

Proportionately more females (approximately 40%) than males (approximately 33%) express the need for a Skills Center before enrolling at B.C.C. Whereas males from the different ethnic groups do not seem to differ greatly in their need for a Skills Center, a larger proportion of males in business administration (48.6%) and engineering (40.0%) than in technology (26.5%) seem to feel the need for a Skills Center.

Table 35

Responses to Q.35, Need for A Skills Center Before Enrolling at BCC, Distributed Within Ethnic, Curriculum, and Sex Groups and Within the Total Sample. (All figures except N represent percentages.)

		MALES & FEMALES			MALES			FEMALES		
	CATEGORY	N	YES	NO	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	403	36.0	64.0	153	34.6	65.4	248	36.7	63.3
	Hispanic	264	42.8	57.2	113	33.6	66.4	150	50.0	50.0
	White	119	34.5	65.5	60	36.7	63.3	58	31.0	69.0
	Oriental	13	38.5	61.5	9	44.4	55.6	4	25.0	75.0
	Other	57	28.1	71.9	28	14.3	85.7	29	41.4	58.6
	Totals	856	37.4	62.6	363	33.3	66.7	489	40.3	59.7
CURRICULUM GROUP	Child Care & Ed	51	43.1	56.9	5	60.0	40.0	44	40.9	59.1
	Business career	199	35.2	64.8	81	30.9	69.1	116	37.9	62.1
	Technology	87	33.3	66.7	49	26.5	73.5	37	43.2	56.8
	Nursing	65	41.5	58.5	5	20.0	80.0	60	43.3	56.7
	Engineering	41	39.0	61.0	30	40.0	60.0	11	36.4	63.6
	Business Admin.	69	42.0	58.0	37	48.6	51.4	31	35.5	64.5
	Lib. Arts & Music	366	37.4	62.6	155	31.0	69.0	203	41.9	58.1
	Totals	878	37.6	62.4	362	33.1	66.9	502	40.6	59.4

Number of Semesters Expected to Earn 2-year Degree Prior to Enrollment at B.C.C.

Question 36. Before you attended B.C.C., how many semesters did you expect you would need to earn your 2-year degree?

Of the responding students, approximately 62% expected, prior to enrolling at B.C.C., that it would take them 4 or 5 semesters to earn a 2 year degree; 23%, 6 to 7 semesters and 15%, more than 7 semesters (Table 36.1). Proportionately more black (64.0%) than white (60.7%) or hispanic students (59.5%) expected to earn a degree in 4 or 5 semesters, whereas proportionately more hispanic (25.1%) than black (21.9%) or white students (18.5%) expected to earn it in 6 or 7 semesters. A larger proportion of white (20.8%) than hispanic (14.9%) or black students (13.8%) expected to require more than 7 semesters to earn a degree.

A larger proportion of engineering (70.0%) than child care and education students (50.0%) expected to require 4 or 5 semesters; proportionately more nursing (27.1%) than engineering students (16.0%) anticipated needing 6 or 7 semesters; and proportionately more child care and education (24.2%) than nursing students (9.5%) anticipated needing more than 7 semesters to earn a 2 year degree.

Males and females do not differ greatly in the number of semesters each group anticpated to earn a 2 year degree (Table 36.2 and 36.3). Whereas a larger proportion of hispanic (26.5%) than white

males (18.1%) anticipated earning a degree in 6 or 7 semesters, proportionately more white (18.0%) than hispanic males (13.6%) expected to require more than 7 semesters.

A larger proportion of males in engineering (68.4%) than in business administration (54.7%) anticipated needing 4 or 5 semesters; proportionately more males in technology (28.3%) than engineering (15.8%) expected to require 6 or 7 semesters; and proportionately fewer males in business careers (11.0%) than in business administration (21.4%) and engineering (15.8%) expected to require more than 7 semesters to earn a 2 year degree.

With regard to females, proportionately more black (66.1%) than hispanic (59.1%) or white females (56.6%) anticipated needing 4 or 5 semesters; proportionately more hispanic (24.4%) than white females (19.3%) anticipated requiring 6 or 7 semesters; and proportionately more white (24.1%) than hispanic (15.9%) or black females (12.7%) anticipated requiring more than 7 semesters to earn a 2 year degree (Table 36.3).

A larger proportion of females in business careers (68.0%) than in child care and education (50.0%) anticipated requiring 4 or 5 semesters, whereas proportionately more females in child care and education (26.0%) than in liberal arts (19.6%) anticipated 6 or 7 semesters to earn a degree. Proportionately more females in child care and education (24.0%) than in nursing (8.8%) expected to require more than 7 semesters.

Table 36.1

Responses to Q.36, Number of Semesters Anticipated to Earn a 2 year Degree, Distributed Within Ethnic and Curriculum Groups,* (All figures except N represent percentages.)

MALES AND FEMALES

		NO. OF SEMESTERS ANTICIPATED TO EARN 2-YR. DEGREE						
	Category	N	LESS THAN 4	4	5	6	7	8	9
ETHNIC GROUP	Black	447	0.2	39.4	24.6	19.7	2.2	6.9	6.9
	Hispanic	282	0.4	33.3	26.2	21.6	3.5	5.0	9.9
	White	168	0.0	36.3	24.4	14.9	3.6	9.5	11.3
	Oriental	16	0.0	62.5	6.3	31.3	0.0	0.0	0.0
	Other	71	0.0	42.3	19.7	21.1	7.0	5.6	4.2
	Totals	984	0.2	37.7	24.4	19.7	3.2	6.6	8.2
CURRICULUM GROUP	Child Care & Ed.	58	0.0	0.0	36.2	13.8	20.7	5.2	12.1
	Business Career	225	0.0	36.4	29.8	19.6	2.7	6.7	4.9
	Technology	94	0.0	34.0	27.7	19.1	6.4	5.3	7.4
	Nursing	74	1.4	45.9	16.2	23.0	4.1	2.7	6.8
	Engineering	50	0.0	36.0	34.0	14.0	2.0	10.0	4.0
	Business Admin.	79	0.0	34.2	21.5	17.7	3.8	10.1	12.7
	Lib. Arts & Music	419	0.2	39.4	23.2	19.3	2.1	6.4	9.3
	Totals	999	0.2	37.9	24.4	19.3	3.1	6.9	8.1

*before enrolling at B.C.C.

Table 36.2

Responses to Q.36, Number of Semesters Anticipated to Earn a 2 year Degree, Distributed Within Ethnic and Curriculum Groups,* Controlling, for Sex. (All figures except N represent percentages.)

MALES

		NO. OF SEMESTERS ANTICPATED TO EARN 2-YR. DEGREE							
	Category	N	LESS THAN 4	4	5	6	7	8	9
ETHNIC GROUP	Black	162	0.6	31.5	29.6	19.8	3.1	8.6	6.8
	Hispanic	117	0.0	26.5	33.3	20.5	6.0	5.1	8.5
	White	83	0.0	34.9	28.9	14.5	3.6	9.6	8.4
	Oriental	10	0.0	70.0	10.0	20.0	0.0	0.0	0.0
	Other	34	0.0	35.3	20.6	23.5	11.8	8.8	0.0
	Totals	406	0.2	32.0	29.3	19.2	4.7	7.6	6.9
CURRICULUM GROUP	Child Care & Ed.	6	0.0	16.7	16.7	16.7	16.7	33.3	0.0
	Business Career	91	0.0	30.8	33.0	19.8	5.5	7.7	3.3
	Techno-logy	53	0.0	35.8	22.6	20.8	7.5	5.7	7.5
	Nursing	5	0.0	0.0	20.0	60.0	0.0	0.0	20.0
	Engineer-ing	38	0.0	31.6	36.8	13.2	2.6	10.5	5.3
	Business Admin.	42	0.0	35.7	19.0	19.0	4.8	7.1	14.3
	Lib. Arts & Music	166	0.6	31.9	30.1	19.9	3.6	6.6	7.2
	Totals	401	0.2	31.9	28.9	19.7	4.7	7.5	7.0

*before enrolling at B.C.C.

Table 36.3

Responses to Q.36, Number of Semesters Anticipated to Earn a 2 year Degree, Distributed Within Ethnic and Curriculum Groups,* Controlling, for Sex. (All figures except N represent percentages.)

FEMALES

		NO. OF SEMESTERS ANTICIPATED TO EARN 2-YR. DEGREE							
	Category	N	LESS THAN 4	4	5	6	7	8	9
ETHNIC GROUP	Black	283	0.0	44.2	21.9	19.4	1.8	6.0	6.7
	Hispanic	164	0.6	38.4	20.7	22.6	1.8	4.9	11.0
	White	83	0.0	37.3	19.3	15.7	3.6	9.6	14.5
	Oriental	6	0.0	50.0	0.0	50.0	0.0	0.0	0.0
	Other	36	0.0	47.2	19.4	19.4	2.8	2.8	8.3
	Totals	572	0.2	41.8	20.8	20.1	2.1	5.9	9.1
CURRICULUM GROUP	Child Care & Ed.	50	0.0	38.0	12.0	22.0	4.0	10.0	14.0
	Business Career	131	0.0	40.5	27.5	19.8	0.8	6.1	5.3
	Technology	39	0.0	28.2	35.9	17.9	5.1	5.1	7.7
	Nursing	68	1.5	48.5	16.2	20.6	4.4	2.9	5.9
	Engineering	12	0.0	50.0	25.0	16.7	0.0	8.3	0.0
	Business Admin.	35	0.0	31.4	25.7	17.1	2.9	11.4	11.4
	Lib. Arts & Music	245	0.0	45.7	18.4	18.4	1.2	5.7	10.6
	Totals	580	0.2	42.2	21.4	19.1	2.1	6.2	8.8

*before enrolling at B.C.C.

Total Semesters Felt to be Needed to Earn a 2-Year Degree for Students

Question 37. Now that you have entered B.C.C., how many total semesters do you feel it will take to earn your 2 year degree?

Of the responding students, approximately 37% expect to earn a 2 year degree in 4-5 semesters, 40% in 6-7 semesters, and 23% in more than 7 semesters (Table 37.1). Proportionately more black (38.3%) and white (39.6%) than hispanic students (31.9%) expect to earn a degree in 4-5 semesters, whereas proportionately more hispanic (47.3%) than black (37.1%) or white students (33.7%) expect to earn it in 6-7 semesters. A larger proportion of white (27.6%) than hispanic students (20.5%) expect to earn the degree in more than 7 semesters.

With regard to curriculum, a larger proportion of nursing (40.8%) and liberal arts students (40.0%) than technology students (28.0%) expect to earn a 2 year degree in 4-5 semesters. Proportionately more engineering (45.3%) and technology students (45.2%) than child care and education (35.2%) or nursing students (35.5%) anticipate earning a degree in 6-7 semesters, whereas proportionately more child care and education (33.4%) than engineering students (15.1%) anticipate requiring more than 7 semesters to earn a degree.

Whereas proportionately more males (approximately 35%) expect to earn a 2 year degree in 4-5 semesters, proportionately more females (approximately 25%) than males (approximately 20%) anticipate requiring

more than 7 semesters to earn a degree (Tables 37.2 and 37.3).

A larger proportion of black (42.0%) and white males (44.1%) than hispanic males (31.1%) expect to earn a degree in 4-5 semesters (Table 37.2). Proportionately more hispanic (52.1%) than black (37.1%) or white males (28.6%) anticipate requiring 6-7 semesters, and proportionately more white (27.3%) than black (21.0%) or hispanic males (16.8%) anticipate requiring more than 7 semesters to earn a degree. Proportionately more males in liberal arts (44.7%) than in technology (25.0%) anticipate requiring 4-5 semesters; proportionately more males in technology (51.9%) than in business careers (35.2%) anticipate requiring 6-7 semesters; and proportionately more males in business careers (24.2%) than in liberal arts (18.2%) anticipate requiring more than 7 semesters to earn a 2 year degree.

With regard to females, a larger proportion of black (36.0%) than hispanic (32.7%) or white females (33.8%) expect to earn a 2-year degree in 4-5 semesters (Table 37.3). However, proportionately more hispanic (43.4%) than black females (37.5%) anticipate requiring 6-7 semesters to earn a degree. Proportionately more females in nursing (40.9%) than in child care (30.4%) or technology (30.8%) anticipate requiring 4-5 semesters; proportionately more females in business careers (49.2%) than in business administration anticipate requiring 6-7 semesters; and proportionately more females in business administration (37.1%) than in business careers (18.0%) anticipate requiring more than 7 semesters to earn a 2 year degree.

Responses to Q.37, Total Semesters Felt to be Needed to Earn a 2 Year Degree for Students Enrolled at B.C.C., Distributed Within Ethnic and Curriculum Groups. (All figures except N represent percentages.)

		MALES AND FEMALES							
		SEMESTERS							
	Category	N	3	4	5	6	7	8	9
ETHNIC GROUP	Black	428	0.0	15.4	22.9	28.5	8.6	11.7	12.9
	Hispanic	279	0.4	11.1	20.8	36.9	10.4	9.7	10.8
	White	169	0.0	13.6	26.0	29.0	4.7	9.5	17.2
	Oriental	16	0.0	18.8	25.0	43.8	12.5	0.0	0.0
	Other	70	0.0	20.0	22.9	22.9	12.9	12.9	8.6
	Totals	962	0.1	14.2	22.9	30.9	8.8	10.6	12.5
CURRICULUM GROUP	Child Care & Ed.	54	0.0	14.8	16.7	27.8	7.4	16.7	16.7
	Business Career	216	0.0	10.6	25.9	33.3	9.3	11.1	9.7
	Technology	93	0.0	10.8	17.2	28.0	17.2	12.9	14.0
	Nursing	76	1.3	26.3	14.5	28.9	6.6	13.2	9.2
	Engineering	53	0.0	7.5	32.1	32.1	13.2	3.8	11.3
	Business Admin.	76	0.0	6.6	25.0	30.3	9.2	6.6	22.4
	Lib. Arts & Music	410	0.0	14.1	25.9	31.2	6.3	9.8	12.7
	Totals	978	0.1	13.1	23.9	31.0	8.7	10.4	12.8

Responses to Q.37, Total Semesters Felt to be Needed to Earn a 2 Year Degree for Students Enrolled at B.C.C., Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

		MALES							
		SEMESTERS							
	Category	N	3	4	5	6	7	8	9
ETHNIC GROUP	Black	162		14.8	27.2	27.8	9.3	11.1	9.9
	Hispanic	119		10.1	21.0	39.5	12.6	7.6	9.2
	White	84		14.3	29.7	22.6	6.0	8.3	19.0
	Oriental	10		30.0	20.0	40.0	10.0	0.0	0.0
	Other	34		26.5	20.6	23.5	11.8	14.7	2.9
	Totals	409		14.7	25.2	30.1	9.8	9.5	10.8
CURRICULUM GROUP	Child Care & Ed.	6		0.0	16.7	33.3	16.7	16.7	16.7
	Business Career	91		8.8	31.9	24.2	11.0	14.3	9.9
	Technology	52		11.5	13.5	34.6	17.3	7.7	15.4
	Nursing	4		0.0	25.0	75.0	0.0	0.0	0.0
	Engineering	41		9.8	29.3	26.8	14.6	4.9	14.6
	Business Admin.	39		10.3	23.1	33.3	10.3	7.7	15.4
	Lib. Arts & Music	170		17.1	27.6	32.4	4.7	9.4	8.8
	Totals	403		12.7	26.3	30.8	9.4	9.7	11.2

Table 37.3

Responses to Q.37, Total Semesters Felt to be Needed to Earn a 2 Year Degree for Students Enrolled at B.C.C., Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

		FEMALES							
		SEMESTERS							
	Category	N	3	4	5	6	7	8	9
ETHNIC GROUP	Black	264	0.0	15.9	20.1	29.2	8.3	12.1	14.4
	Hispanic	159	0.6	11.9	20.8	34.6	8.8	11.3	11.9
	White	83	0.0	13.3	20.5	36.1	3.6	10.8	15.7
	Oriental	6	0.0	0.0	33.3	50.0	16.7	0.0	0.0
	Other	35	0.0	11.4	25.7	22.9	14.3	11.4	14.3
	Totals	547	0.2	13.9	20.8	31.6	8.2	11.5	13.7
CURRICULUM GROUP	Child Care & Ed.	46	0.0	17.4	13.0	28.3	6.5	17.4	17.4
	Business Career	122	0.0	11.5	21.3	41.0	8.2	9.0	9.0
	Technology	39	0.0	7.7	23.1	17.9	17.9	20.5	12.8
	Nursing	71	1.4	28.2	12.7	26.8	7.0	14.1	9.9
	Engineering	12	0.0	0.0	41.7	50.0	8.3	0.0	0.0
	Business Admin.	35	0.0	2.9	28.6	22.9	8.6	5.7	31.4
	Lib. Arts & Music	232	0.0	12.5	24.6	30.2	7.8	9.5	15.5
	Totals	557	0.2	13.5	21.9	31.1	8.4	11.0	14.0

The Greatest Problem Since Entering B.C.C.

Question 38. What has been the greatest problem you have had since entering B.C.C.?

1) getting along with other students
2) getting along with instructors
3) grading
4) financial problems
5) finding the academic work too hard
6) other (describe)_____

Of the responding students, approximately 38% indicate financial problems, 24% indicate grading, and 12% indicate academic work to have been their greatest problem since entering B.C.C. (Table 38.1). Whereas a noticeably higher proportion of black (39.0%) and hispanic students (40.9%) than white students (26.3%) indicate financial difficulties as their greatest problem, proportionately more hispanic (15.0%) than black students (9.7%) report finding the academic work their greatest difficulty.

A larger proportion of technology (47.7%) than business career (35.3%) or liberal arts students (35.7%) cite financial problems as their greatest difficulty since entering B.C.C. Moreover, a noticeably larger proportion of child care and education than business administration students cite grading or academic work as their greatest problem.

Whereas a larger proportion of males(39%-41%) than females (32%-35%) cite financial problems as their greatest difficulty since entering B.C.C., proportionately more females(26%-27%) than males (approximately 19%) indicate grading to have been their greatest difficulty (Tables 38.2 and 38.3). It also appears that a larger

proportion of females (approximately 14%) than males (8%) have found the academic work too hard.

A larger proportion of black (40.0%) and hispanic (52.0%) than white males (25.7%) indicate financial problems as their greatest difficulty, while proportionately more black (20.0%) and white (21.4%) than hispanic males (11.8%) cite grading as their greatest problem (Table 38.2). A larger proportion of white (10.0%) than black males (5.9%) cite academic work as their greatest problem.

Proportionately more males in technology (49.0%) than in engineering (35.5%) appear to have experienced financial difficulties as their greatest problem; proportionately more males in business careers (22.2%) than in business administration (8.6%) appear to have experienced grading as their greatest problem; and proportionately more males in technology (12.2%) than in business administration (5.7%) seem to have found academic work their greatest problem at B.C.C.

With regard to females, proportionately more black and hispanic females than white cite financial problems or grading as their greatest problems since entering B.C.C. (Table 38.3). Academic work was cited as the greatest problem by a larger proportion of hispanic (18.8%) and white females (16.4%) than black (11.5%). It appears that a larger proportion of females in technology (45.7%) than in liberal arts (32.0%) have experienced financial difficulties while proportionately more females in child care and education (30.0%) and business careers (30.8%) than in business administration (16.7%) have experienced grading as their most difficult problem. Proportionately more females in nursing (16.4%) than in business administration have found academic work to have been their greatest problem since entering B.C.C.

A slightly higher proportion of matriculated (37.9%) than of non-matriculated students (28.9%) cite financial difficulties as their greatest problem since entering B.C.C. (not shown in Table). Moreover, proportionately more (mostly) day (25.4%) than evening students (16.6%) seem to have experienced grading as their greatest problem. No patterns are evident between the choices of problems and number of credits earned or year of entry into B.C.C.

The largest number of open-ended responses to this question suggest that getting into needed courses is one of the significant problems students experience at B.C.C. A few students complain that they are forced to take courses which do not interest them because they could not get into needed courses. Another frequent complaint is that the academic work load is too heavy and that it is difficult to keep pace with the work. It appears that some students who are simultaneously employed and attending school experience both scheduling and academic work-load difficulties. Moreover, a very small, yet noticeable group of students indicate their greatest problem to be of a personal nature, such as the need to care for a small child, or other family problems.

Table 38.1

Responses to Q.38, Greatest Problem Since Entering BCC, Distributed Within Ethnic and Curriculum Groups. (All figures except N represent percentages.)

		MALES AND FEMALES						
	CATEGORY	N	Getting along with other students	Getting along with instructor	Grading	Financial Problems	Academic work too hard	Other
ETHNIC GROUP	Black	362	1.9	4.1	24.9	39.0	9.7	20.4
	Hispanic	247	4.9	2.0	21.5	40.9	15.0	15.8
	White	133	3.0	5.3	21.8	26.3	12.8	30.8
	Oriental	10	10.0	10.0	10.0	20.0	30.0	20.0
	Other	59	5.1	6.8	32.2	35.6	5.1	15.3
	Totals	811	3.3	3.9	23.7	37.0	11.7	20.3
CURRICULUM GROUP	Child Care & Education	47	0.0	4.3	29.8	40.4	12.8	12.8
	Business Career	187	1.1	3.7	26.7	35.3	11.8	21.4
	Technology	86	8.1	4.7	15.1	47.7	12.8	11.6
	Nursing	60	1.7	5.0	20.0	38.3	15.0	20.0
	Engineering	41	12.2	4.9	17.1	36.6	9.8	19.5
	Business Administration	66	4.5	3.0	12.1	40.9	7.6	31.8
	Liberal Arts & Music	339	2.4	3.5	25.4	35.7	11.5	21.5
	Totals	826	3.1	3.9	23.0	37.8	11.6	20.6

Table 38.2

Responses to Q.38, Greatest Problem Since Entering BCC, Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

		MALES						
	CATEGORY	N	Getting along with other students	Getting along with instructor	Grading	Financial Problems	Academic work too hard	Other
ETHNIC GROUP	Black	135	2.2	5.9	20.0	40.0	5.9	25.9
	Hispanic	102	5.9	2.9	11.8	52.0	9.8	17.6
	White	70	5.7	5.7	21.4	25.7	10.0	31.4
	Oriental	6	16.7	16.7	16.7	16.7	33.3	10.0
	Other	30	6.7	10.0	33.3	36.7	3.3	10.0
	Totals	343	4.7	5.5	19.0	39.9	8.2	22.7
CURRICULUM GROUP	Child Care & Education	5	0.0	0.0	0.0	80.0	0.0	20.0
	Business Career	81	1.2	4.9	22.2	38.3	7.4	25.9
	Technology	49	8.2	6.1	14.3	49.0	12.2	10.2
	Nursing	4	0.0	25.0	25.0	50.0	0.0	0.0
	Engineering	31	9.7	6.5	16.1	35.5	9.7	22.6
	Business Administration	35	5.7	2.9	8.6	42.9	5.7	34.3
	Liberal Arts & Music	135	3.7	4.4	21.5	40.0	7.4	23.0
	Totals	340	4.4	5.0	18.5	41.5	7.9	22.6

Table 38.3

Responses to Q.38, Greatest Problem Since Entering BCC, Distributed Within Ethnic and Curriculum Groups, Controlling for Sex. (All figures except N represent percentages.)

		FEMALES						
	CATEGORY	N	Getting along with other students	Getting along with instructor	Grading	Financial Problems	Academic work too hard	Other
ETHNIC GROUP	Black	226	1.8	3.1	27.9	38.5	11.5	17.3
	Hispanic	144	4.2	1.4	28.5	32.6	18.8	14.6
	White	61	0.0	4.9	21.3	27.9	16.4	29.5
	Oriental	4	0.0	0.0	0.0	25.0	25.0	50.0
	Other	28	3.6	3.6	32.1	32.1	7.1	21.4
	Totals	463	2.4	2.8	27.2	34.8	14.3	18.6
CURRICULUM GROUP	Child Care & Education	40	0.0	5.0	30.0	37.5	15.0	12.5
	Business Career	104	1.0	2.9	30.8	33.7	15.4	16.3
	Technology	35	8.6	2.9	17.1	45.7	14.3	11.4
	Nursing	55	1.8	3.6	20.0	38.2	16.4	20.0
	Engineering	10	20.0	0.0	20.0	40.0	10.0	10.0
	Business Administration	30	3.3	3.3	16.7	36.7	10.0	30.0
	Liberal Arts & Music	197	1.5	3.0	28.4	32.0	14.2	20.8
	Totals	471	2.3	3.2	26.3	35.0	14.4	18.7

The Need for a Special Faculty Person With Power to Cut Through "Red Tape"

Question 39. Have you ever had a special problem at this College which could have been solved by a special faculty person (Ombudsman) with the power to cut through "red tape"?

1) Yes 2) No

Approximately 25% of responding students indicate having had a problem which might have been solved by a special faculty person, whereas approximately 75% of responding students do not give this indication (Table 39). It appears that a slightly higher proportion of black (24.8%) and hispanic students (25.7%) than white students (19.3%) need the services of a special faculty person. Moreover, proportionately more students in child care and education (31.6%) than in business careers (22.2%) express the need for such a person.

Males and females appear to differ little in their expressed need for a special faculty person with power to cut through "red tape". Whereas the various ethnic groups of males differ little on this question, a noticeable difference is evidenced between males in the curriculum groups. For example, proportionately more males in engineering (28.9%) than in business administration (20.5%) indicate needing a special faculty person.

With regard to females, proportionately more black (25.2%) and hispanic females (26.1%) than white (16.7%) express the need for a special faculty person. A larger proportion of nursing (30.0%) than technology students (20.5%) express a similar need for a special faculty person.

It appears that proportionately more non-matriculated (30.6%) than matriculated students (24.7%), and proportionately more (mostly) day (26.0%) than evening students (18.1%) need a special faculty person (not shown in Table). Moreover, it appears that the need for a special facu .y person to cut through the "red tape" increases both with increased number of course credits and with increased length of time at B.C.C.

Table 39

Responses to Q.39, Need for a Special Faculty Person With Power to Cut Through "Red Tape." Distributed Within Ethnic, Curriculum and Sex Groups, and Within the Total Sample.
(All figures except N represent percentages)

		MALES			FEMALES			MALES AND FEMALES		
	Category	N	YES	NO	N	YES	NO	N	YES	NO
ETHNIC GROUP	Black	167	24.6	75.4	278	25.2	74.8	448	24.8	75.2
	Hispanic	118	25.4	74.6	165	26.1	73.9	284	25.7	74.3
	White	85	22.4	77.6	84	16.7	83.3	171	19.3	80.7
	Oriental	7	28.6	71.4	5	0.0	100.0	12	16.7	83.3
	Other	33	24.2	75.8	34	32.4	67.6	68	27.9	72.1
	Totals	410	24.4	75.6	566	24.4	75.6	983	24.2	75.8
CURRICULUM GROUP	Child Care & Ed.	6	33.3	66.7	49	28.6	71.4	57	31.6	68.4
	Business Career	89	23.6	76.4	120	21.7	78.3	212	22.2	77.8
	Technology	54	25.9	74.1	39	20.5	79.5	96	24.0	76.0
	Nursing	5	20.0	80.0	70	30.0	70.0	76	28.9	71.1
	Engineering	38	28.9	71.1	12	16.7	83.3	50	26.0	74.0
	Business Admin.	39	20.5	79.5	38	28.9	71.1	79	24.1	75.9
	Lib. Arts & Music	175	25.7	74.3	249	25.3	74.7	431	25.5	74.5
	Totals	406	25.1	74.9	577	25.1	74.9	1001	25.2	74.8

Responses to Q.40, Extent to Which Questionnaire Deals With BCC Problems and Important Issues, Distributed Within Ethnic, Curriculum, and Sex Groups, and Within the Total Sample. (All figures except N represent percentages.)

		MALES				FEMALES				MALES AND FEMALES			
	CATEGORY	N	NO	YES Some Extent	YES Large Extent	N	NO	YES Some Extent	YES Large Extent	N	NO	YES Some Extent	YES Large Extent
ETHNIC GROUP	Black	172	11.6	73.8	14.5	292	6.8	81.5	11.6	467	9.0	78.2	12.8
	Hispanic	123	8.9	78.9	12.2	174	5.2	81.0	13.8	298	7.0	79.9	13.1
	White	84	6.0	77.4	16.7	89	10.1	70.8	19.1	175	8.0	74.3	17.7
	Oriental	9	22.2	66.7	11.1	6	16.7	83.3	0.0	15	20.0	73.3	6.7
	Other	34	14.7	76.5	8.8	35	17.1	71.4	11.4	70	17.1	72.9	10.0
	Totals	422	10.2	76.1	13.7	596	7.6	79.2	13.3	1025	9.0	77.6	13.5
CURRICULUM GROUP	Child Care & Ed.	7	0.0	100.0	0.0	54	7.4	81.5	11.1	61	7.9	82.5	9.5
	Business Career	94	6.4	86.2	7.4	128	9.4	80.5	10.2	225	8.0	83.1	8.9
	Technology	58	12.1	72.4	15.5	41	7.3	75.6	17.1	102	9.8	73.5	16.7
	Nursing	5	0.0	100.0	0.0	72	6.9	76.4	16.7	78	6.4	78.2	15.4
	Engineering	38	5.3	76.3	18.4	12	8.3	75.0	16.7	50	6.0	76.0	18.0
	Business Admin.	42	9.5	71.4	19.0	37	13.5	78.4	8.1	81	12.3	74.1	13.6
	Lib. Arts & Music	178	14.0	70.8	15.2	265	6.4	79.6	14.0	452	10.2	75.7	14.2
	Totals	422	10.4	75.8	13.7	609	7.7	79.1	13.1	1031	9.2	77.5	13.2

Extent to Which Questionnaire Deals With Important B.C.C. Problems and Issues

Question 40. Do you think the items in this questionnaire have dealt with B.C.C. problems and issues which you consider important?

1) No 2) Yes, to some extent 3) Yes, to a large extent

Approximately 91% of the responding students indicate that the items in this questionnaire deal with important B.C.C. problems and issues, whereas approximately 9% feel they do not (Table 40). Whereas the various ethnic groups seem to differ little from one another on this question, there is noticeable difference between curriculum groups. A larger proportion of nursing students (93.6%) than business administration students (87.7%) seem to feel the questionnaire deals with important B.C.C. problems and issues.

No large differences between males and females are evident in this question. Among males, however, a larger proportion of white (94.1%) than black males (88.3%) appear to feel the questionnaire deals with important B.C.C. problems and issues. Moreover, proportionately more males in engineering (94.7%) than in liberal arts (86.0%) feel similarly.

With regard to females, proportionately more hispanic (94.8%) than white females (89.9%), and proportionately more females in liberal arts (93.6%) than in business administration (86.5%) seem to feel the questionnaire deals with important B.C.C. problems and issues.

Question A) Are there programs, curricula, or courses which are not now offered by B.C.C., but which should be offered?

Explain_____

B) What is the major problem you face during registration?

C) Which college courses, if any, have you found helpful in developing skills for "better living"?

D) If you are on financial aid, describe any problems you may have had in obtaining the aid.

A) Students responding to this question list a variety of different courses. A comparatively large number of students express the need for more bilingual courses. Some students express the desire for more remedial courses, while others appear to want more black and Puerto Rican studies courses.

It appears that some students are interested in additional courses in the two broad areas of health and social sciences. For example, a number of students are desirous of additional health science courses in X-ray and physical therapy. Others are interested in additional courses in the social sciences of journalism and the psychology of black Americans. A comparatively large number of responding students appear quite satisfied with the programs and curricula currently offered at B.C.C.

B) Students responding to this question list a number of complaints associated with registration.

A major difficulty with the registration procedure cited by many

students is that the process is extremely time-consuming and that essential curriculum courses are frequently either closed or otherwise unavailable. Moreover, some of the responding students complain that registration is disorganized. Students complain of long periods of waiting for computer print-outs as well as for registration receipts, and frequent computer breakdowns. Some students also report difficulties in selecting courses they need, and in paying the required fee.

NOTE: The above views on registration and fees do not take into account changes in registration procedures and tuition assistance put into effect in September, 1976.

C) Responding students list a number of courses as helpful in developing skills for "better living". One course which many students list as helpful is Health 91. Moreover, courses in the areas of English, psychology, sociology, and CMS are listed with high frequency as helpful. Remedial reading and courses in the areas of math and physical education, although listed somewhat less frequently than the above, are also listed as helpful in developing skills for "better living".

D) On this open-ended question, a number of students indicate having a problem "receiving aid", but do not give the specifics of their problem. Other responses related to this complaint are that checks come in late and inconvenience students, and some students allege that they never received their checks.

Many students complain about the number of application forms, the confusing questions, and in general, all of the details involved in applying for financial aid. In general, many students complain that the aid they receive is inadequate.

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